the AMERICAN SCHOOL BOARD JOURNAL

A Periodical of School Administration

Previewing
the 1958
convention of
the NSBA
(page 47)

APRIL, 1958

455 INDIVIDUAL LIFT LID DESK AND 401 CHAIR

...for the best in modern school seating

exclusive leg yoke design for extra strength

beautiful maple-grained plastic desk surfaces

mar-proof scuff plates

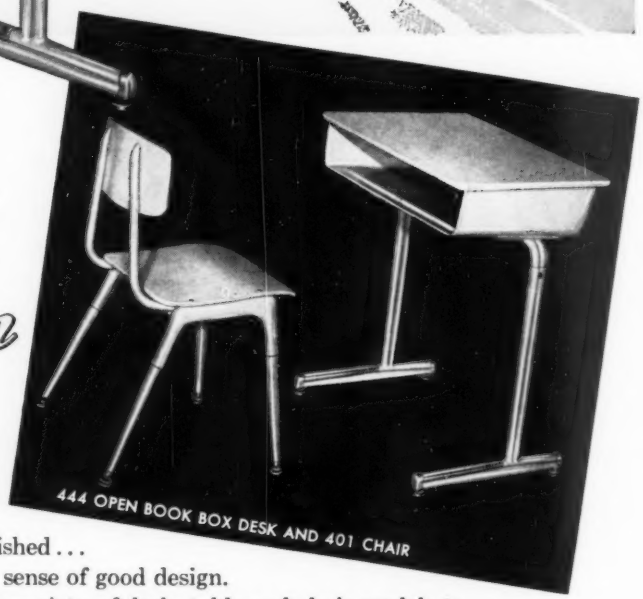
adjustable desk height

extra strong frame design

smooth one-piece steel book box

be sure to see the new

Arlington 400 feature line



444 OPEN BOOK BOX DESK AND 401 CHAIR

• Modern, colorful and beautifully finished... to please your sense of good design.

Built in a wide variety of desk, table and chair models to let you meet every classroom need. Touched with refinements that add so measurably to convenience and comfort. When you consider school seating, you will find it worthwhile to see the Arlington line.

ARLINGTON SEATING COMPANY • ARLINGTON HEIGHTS, ILLINOIS

A reputation for quality for over fifty years

410 415 407 482 404

ARLINGTON PRODUCTS include models and sizes for every classroom need

FOR COMPLETE INFORMATION *write for your free copy of the new* CATALOG 58

Controlled Environment . . . It Pays!

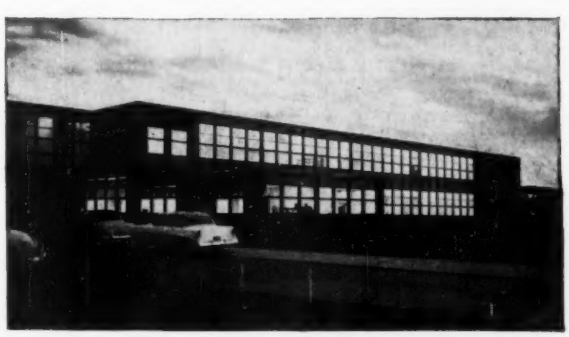
Up to date provisions for the regulation of heating and ventilation make important contributions to the efficiency of this modern Ohio school.

Directing the operation of the school's heating and ventilating system is a specially planned Johnson Pneumatic Temperature Control System. On the wall of each room, a Johnson Thermostat determines the exact heating and ventilating effect necessary to keep the occupants comfortable at all times. The result is a consistently stimulating thermal environment that keeps students alert and encourages more productive work and study.

At the same time, the control system holds heating costs to a minimum. It eliminates overheating of rooms and limits the output of the heating plant to actual needs. Additional savings are made by a night setback arrangement that maintains low, economy temperatures when school is not in session. "After-hours" occupants need only press the button on any room thermostat to restore full comfort status to that room.

Here, as in countless other schools, Johnson Pneumatic Temperature Control pays off in lower heating costs, system-wide simplicity of operation and upkeep, and the flexibility of control required to provide the best possible teaching and learning environment.

When you build or modernize, a nearby Johnson engineer will welcome the opportunity to cooperate with you, your engineer or architect in applying the unmatched comfort and economy features of a Johnson Pneumatic Control System. Johnson Service Company, Milwaukee 1, Wisconsin. Direct Branch Offices in Principal Cities.



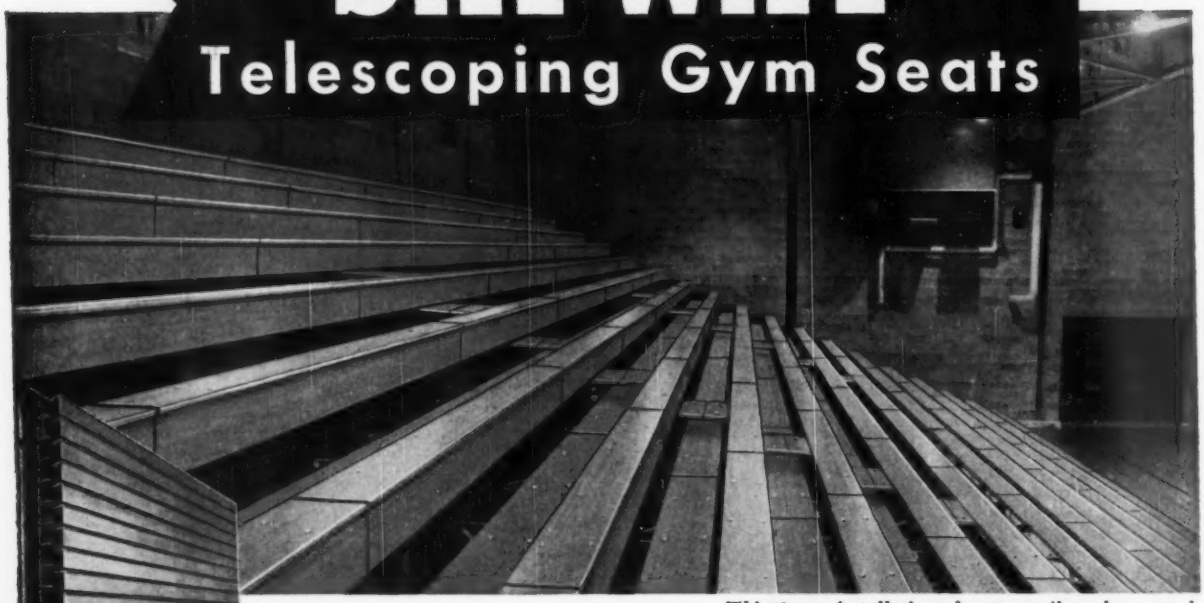
Marion-Franklin School, Columbus, Ohio. Tibbals-Crumley & Musson, architects; R. Curl & Assoc., mechanical engineers; Robert W. Setterlin & Sons Co., general contractor; Jack Stephens Plumbing & Heating Co., mechanical contractor, all of Columbus, Ohio.

JOHNSON CONTROL

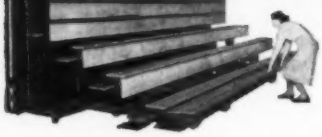
PNEUMATIC SYSTEMS

DESIGN • MANUFACTURE • INSTALLATION • SINCE 1885

SAFWAY
Telescoping Gym Seats



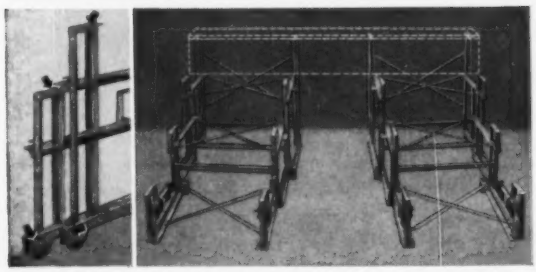
This 18-row installation telescopes easily and accurately



...assure quick, easy changes for every gym seating event

YOUR GYM SEAT SET-UP may be changed several times daily for varied gymnasium events. With frequent opening and closing, *easy operation* of seats is vital to keep your handling time and costs low.

Safway seats roll smoothly—minimize friction—reduce effort. Complete 16-ft. sections move straight in and out, without binding or cocking. The simple telescoping design eliminates jointed levers and crossarms.



FRICTION MINIMIZED BY ROLLERS; RIGIDITY INSURES STRAIGHT TRACKING

(LEFT) Rollers eliminate metal-to-metal friction at contact points. Top arrows show horizontal rollers in channel under foot boards; bottom arrows show vertical rollers between wheel assemblies.

(RIGHT) Standard 16-ft. section, showing vertical and horizontal bracing. Rigid structure keeps rows always parallel to insure straight, in-line tracking as rows telescope in or out.

Advanced Safway engineering also gives you these important advantages:

STRONG, SAFE CONSTRUCTION—8 steel columns under every row; uniform load distribution through vertical and horizontal steel bracing; 3 automatic locking devices.

SIMPLE, EFFICIENT DESIGN—Minimum of moving parts. Stable support with extra-long wheel carriages and 8 self-lubricating wheels under each row.

NO POWER EQUIPMENT NEEDED—With binding eliminated and friction minimized, there is no need for costly power equipment.

HANDSOME, FURNITURE-LIKE APPEARANCE — Seat and foot boards have a rich, glossy Golden Oak finish.

Let us help you plan!

Submit your seating requirements for recommendations by experienced Safway engineers. There is no charge for this service. And write today for your free copy of the new Catalog 164.

SAFWAY
STEEL PRODUCTS, INC.
6232 W. State St., Milwaukee 13, Wis.

THE AMERICAN
School Board Journal
for April, 1958

EDITORIALS

56 Gimcracks by Design
56 Necessary But Not Sufficient

FEATURES

14 The AASA in St. Louis: A Call for Stronger Schools
23 How Tulsa Teaches the Grades, Ogle
26 Springfield's Telecast Informs Adults . . . Teaches Student Participants, Glazier
28 Teacher Merit Plans that WORK
30 Plan the Policy Handbook FOR THE FUTURE
31 Providing for the Mentally Advanced, Cline and Smith
33 Basic Questions on Summer Schools, Fitzpatrick
34 Overhaul Your School Insurance Program!, Holler
47 The NSBA in Miami Beach
53 It Can Be Done!, Merring
58 School Boards and District Reorganization Hearings, Roach

WORD FROM WASHINGTON

54 Federal Aid Measures, Exton

SCHOOL BUILDING

37 The Mandan Senior High School, Neff
41 General Mitchell Elementary School, Kellogg
43 How to Select an Architect, Klager

THE SCHOOL PLANT

45 From Contract to School-Owned Buses, Morin
46 Installation and Care of the Aluminum Diving Board, Miller

SCHOOL LUNCH TRENDS

52 Vending Machines Can Increase Milk Consumption, Grosenick
52 Internship for School Food Service Supervisors, Russell

DEPARTMENTS

10 Surveying the School Scene
14 Association News
66 Personal News
82 School Products Guide
80 New Books
84 New Products
87 Reader's Service Section

OUR COVER . . .

The aerial views of the Fontainebleau and Eden Roc Hotels in Miami Beach, Fla., focuses attention on the April 17–19 convention there of the National School Boards Association. Well over 3000 board members, administrators, and guests will take part in the exciting program, which you will find previewed on pages 47 through 51.

A review of your JOURNAL for March (pg. 4) ⟶

WILLIAM C. BRUCE, Editor

Published on the 25th of the month preceding the date of issue by THE BRUCE PUBLISHING COMPANY, 400 North Broadway, Milwaukee 1, Wisconsin. CENTRAL OFFICE: 20 North Wacker Drive, Chicago 6, Illinois. EASTERN OFFICE: 233 Broadway, New York 7, New York.

THE AMERICAN SCHOOL BOARD JOURNAL, A Periodical of School Administration, April, 1958, Vol. 136, No. 4. Copyright, 1958, by The Bruce Publishing Company.— All rights reserved. Title registered as Trade Mark in the United States Patent Office. Entered as Second-Class Mail Matter, March 17, 1891, at the Post Office at Milwaukee, Wis., under the Act of March 3, 1879.

Thoughtful design and construction

–provides new comfort and safety for children of nursery school age

Sit comfortably — stand on front or back of seat — or lean heavily. These chairs won't wobble or collapse.
NO. 231 STEEL SEAT
Easy to handle and carry. Single motion opening and closing simplifies moving chairs from place to place.

Krueger non-collapsing

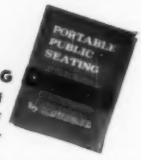
JUVENILE CHAIRS

remain firm and sturdy under all kinds of usage

Today from Krueger comes a new and needed concept in Juvenile folding chairs. They combine sensible, correct posture design and comfort with *strong, safe* construction. There's little chance for injury because this chair doesn't tip, wobble or collapse under any of the normal gymnastics small children go through. And, there's no pinched finger hazards because Krueger's safety folding hinge sees to that. No dangerous sharp edges or corners either! Built to rigid standards, they feature most of the same strong construction details as Krueger's *dependable performance* adult chairs. Fit them into your seating plans, today.

NO. 232—MASONITE PANEL SEAT

NO. 233—LEATHERETTE UPHOLSTERED SEAT



NEW FREE CATALOG

Describes the complete line of Krueger chairs, tables and other items in detail. Write for copy.

Demountable CHAIR TRUCKS

Seven standard sizes hold both X-type channel or Y-type tubular chairs — upright or horizontal. Regular or understage models. Demountable ends and exclusive chan-angle frames permit stacking empty trucks one on the other.

KRUEGER

METAL PRODUCTS • GREEN BAY • WISCONSIN

Your JOURNAL *for April*

Interested in "vitalizing" the curriculum in your elementary schools? If you are, be sure to read Mr. Ogle's description (page 23) of the Tulsa organization of its elementary program. In it, Tulsa graders attend "homeroom" classes for instruction in "basic" subjects one-half day and "special" classes for "enriched" courses the other half. This method offers several distinct advantages toward strengthening the curriculum, some of which might be suitable for your schools!

The Decorah, Iowa, plan (page 31) for providing science and mathematics training to challenge the mentally advanced students of the district's high school is a simple yet effective approach to a problem of special concern in our country today. Why not review this district's accelerated courses that would be adaptable in even the smallest high school?

Other features tell you: (1) how to plan your summer schools (page 33) by discussing some very basic questions concerning the purpose of your summer instruction; (2) how to overhaul your insurance program (page 34) by applying a series of money-saving clues to your present policies; (3) how to select the right architect (page 43) for your schoolbuilding projects by utilizing a detailed questionnaire to collect background data upon which you can make your final decision.

Once again, these are only the highlights. As you page through your JOURNAL for this month, please don't forget the regular columns — especially *Association News* which has a concise report on important sayings and doings at the St. Louis, regional convention of the AASA (page 14).

And your April *School Products Guide* — planned to provide you with capsule, timely trends in the various areas of school equipment and supplies — is loaded with tips on planning the facilities for the commercial education department (page 82)! Included in the discussion is a listing of some sources of literature currently available in the field — all toward helping you with your school plant problems.

for May...

Annually, the most valuable data on the directions teacher supply and demand are taking is the NEA research department's yearly report. Dr. Maul has written an advance summary of the 1958 findings which promises to be the most reliable picture of what the situation will be this fall.

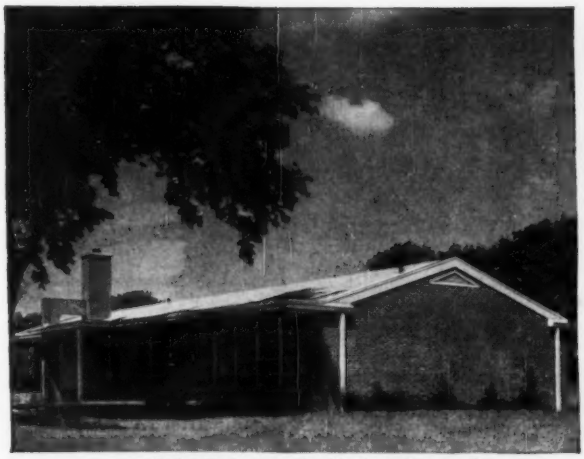
The Editor

SUBSCRIPTIONS. In the United States, Possessions, and Canada, $4.00 a year, payable in advance. Two-year subscriptions will be accepted at $6.00. In all foreign countries, $4.50; two years at $7.00. Single copies, 50 cents.

DISCONTINUANCE. Notice of discontinuance of subscription must reach the Publication Office in Milwaukee at least 15 days before expiration date.

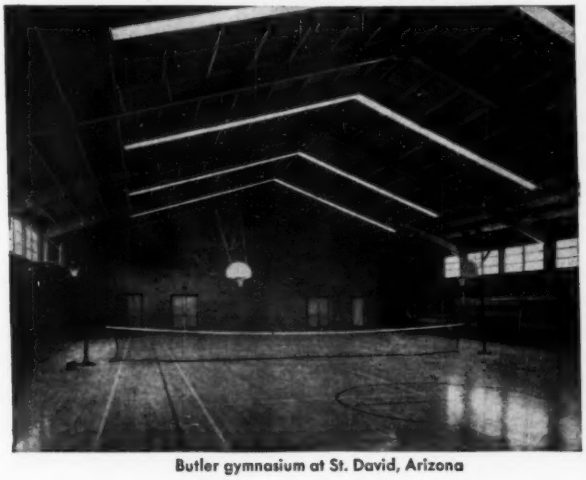
CHANGE OF ADDRESS. When you have a change of address kindly report it to us at once. Send us your old as well as your new address and be sure the Postmaster is notified. Postal regulations restrict forwarded service on magazines to two issues only.

EDITORIAL MATERIAL. Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited and will be paid for upon publication. Contributions should be mailed to Milwaukee direct and should be accompanied by return postage if unsuitable. The contents of this issue are listed in the "Education Index."

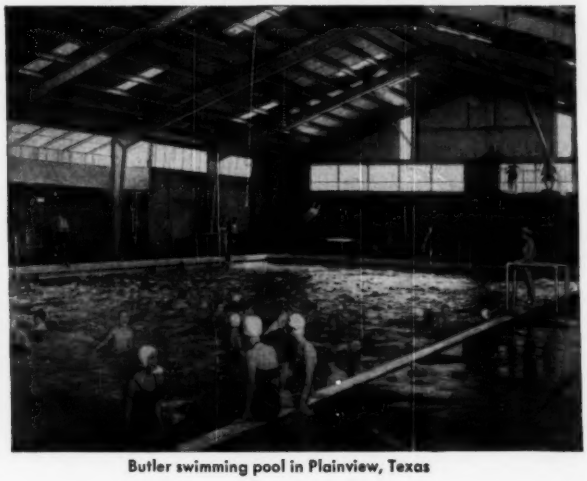


Butler Elementary school in East Chicago, Ill.

Typical Butler classroom, cheerful and spacious



Butler gymnasium at St. David, Arizona



Butler swimming pool in Plainview, Texas

Fewer dollars can provide better school facilities...with Butler

With one of America's bigger "shopping" responsibilities on your hands, it makes good sense to investigate the Butler Building System as a solution to your school building problems. Many people find it's the lowest-cost way to build well.

The striking facilities pictured above are typical of what you can get from your Butler Builder. They are spacious, without interior columns or overhead trusswork. They are easy to heat and ventilate, are fire-safe. Their appearance and comfort appeal to students, teachers, and parents alike. Yet they are different from ordinary buildings in that each is designed around a Butler pre-engineered steel frame and metal roof.

The metal components are mass-produced with such precision that construction of the basic building is merely a fast assembly job. The buildings are finished weeks to months faster than comparable traditional construction—with substantial savings in labor. Because the steel skeleton supports the building weight, low-cost curtain wall construction can be used inside and out.

Your community, too, can have better school facilities for fewer dollars through Butler building economies. Call your Butler Builder for details. His name is under "Buildings" or "Steel Buildings" in the Yellow Pages of your phone book. Ask him for our informative, 12-page booklet on solutions to school building problems. Or, if you wish, write us direct.

BUTLER STEEL PRODUCTS

BUTLER MANUFACTURING COMPANY

7311 East 13th Street, Kansas City 26, Missouri

Manufacturers of Buildings • Oil Equipment • Farm Equipment • Dry Cleaners Equipment • Outdoor Advertising Equipment • Custom Fabrication

Sales offices in Los Angeles and Richmond, Calif. • Houston, Tex. • Birmingham, Ala. • Atlanta, Ga. • Kansas City, Mo. • Minneapolis, Minn. • Chicago, Ill. • Detroit, Mich. Cleveland, Ohio • Pittsburgh, Pa. • New York City and Syracuse, N.Y. • Boston, Mass. • Washington, D. C. • Burlington, Ontario, Canada

Are you really safeguarding your school funds and property?

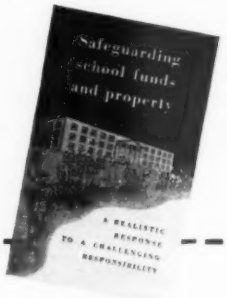
These are actual headlines which have appeared recently in newspapers throughout the country.
Daily Herald
5 O'CLOCK LATE NEWS
CITE SCHOOL CLERK IN $3,034 SHORTAGE
TIMES ★ JOURNAL
School's Ex-principal admits taking $1,100
Morning Gazette
Teacher Gets 7 Years For Theft of $19
Evening Tribune
School board clerk seized in check forgery

Yes, the headlines you see on the newspaper facsimiles above are *not faked.* They are very real, and they point out clearly the need for bonding *all* school personnel.

Blanket Bonding — covering under a single bond *all* dishonesty losses caused by *any* employee — is not new. Progressive business firms long ago recognized the need for a broad blanket bonding program.

With greatly increased exposures in present-day school systems, more and more school boards are taking similar steps. Why don't you find out how ÆTNA PUBLIC EMPLOYEES BLANKET BONDS can protect your school funds and property. . . . the far *better,* far *safer,* more *business-like* way?

WRITE TODAY FOR THE FREE BOOKLET, "SAFEGUARDING SCHOOL FUNDS AND PROPERTY"—a realistic approach to a challenging responsibility.



ÆTNA CASUALTY AND SURETY COMPANY

Affiliated with
Ætna Life Insurance Company
Hartford 15, Connecticut

Ætna Casualty and Surety Co.
Department B-2
Hartford 15, Connecticut

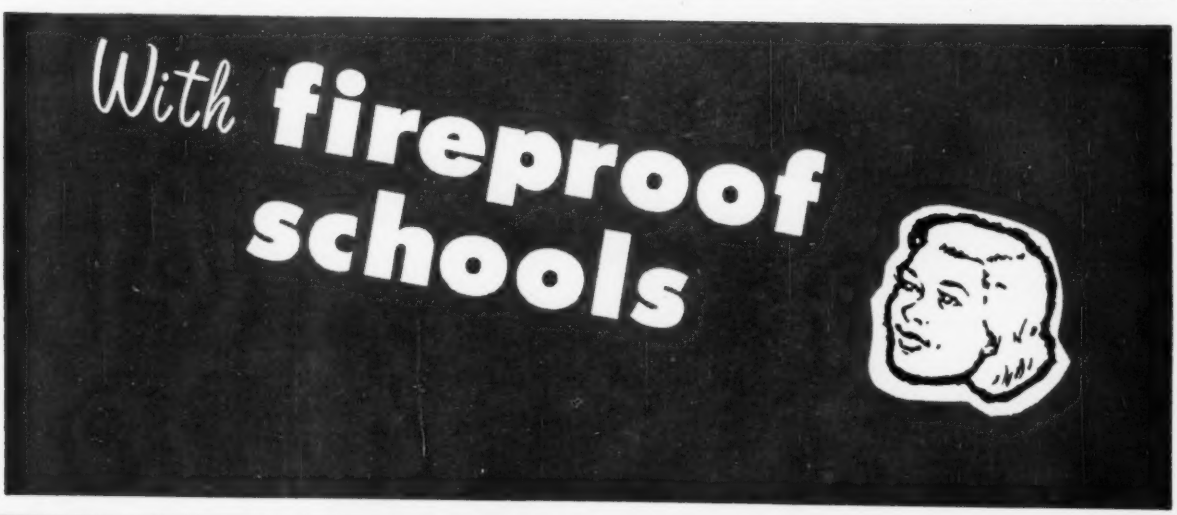
Kindly send me a copy of your booklet, "Safeguarding School Funds and Property."

*Name*_____

*Title*_____

*Address*_____

*City*_____ *State*_____



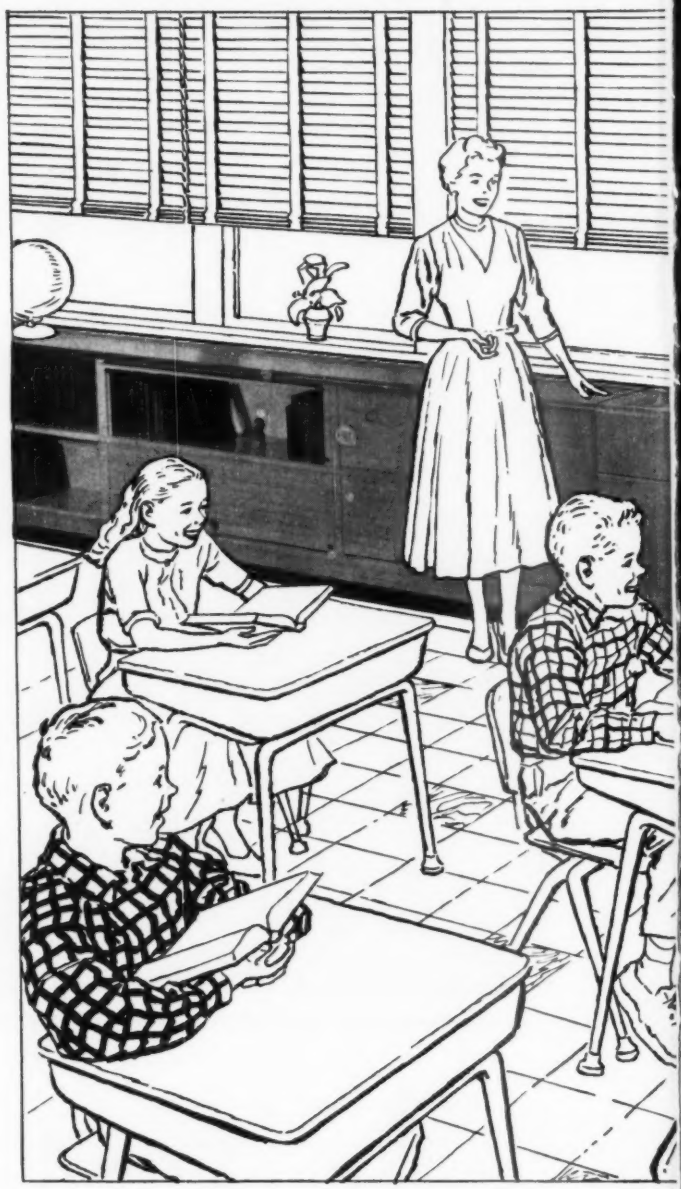
Demand
GENUINE
LATH AND PLASTER

Write for our booklet "CHILDREN AREN'T FIREPROOF"

SOUTHERN CALIFORNIA PLASTERING INSTITUTE
315 WEST NINTH STREET • LOS ANGELES 15, CALIFORNIA

More school people are learning that you can

ELIMINATE NEEDLESS COSTS and IMPROVE EQUIPMENT QUALITY



In 1958, the farsighted, *value-minded* school boards are walking off with the *real* "bargains" in classroom heating and ventilating comfort. To learn more about how you can get the most advanced hot water system *within your present budget* read below:

ECONOMY

Compared with the installed cost of some other systems, the Nesbitt Series Hot Water Wind-o-line system saves as much as 20% on construction, equipment and installation costs. Each classroom has its own Nesbitt Syncretizer for heating, ventilating and natural air cooling. And Nesbitt Wind-o-line fin-tube radiation extends along the sill to protect students sitting near windows against cold walls and window downdraft. Each student enjoys the full measure of thermal environment most conducive to optimum learning . . . whether he sits near the window or at the other side of the room.

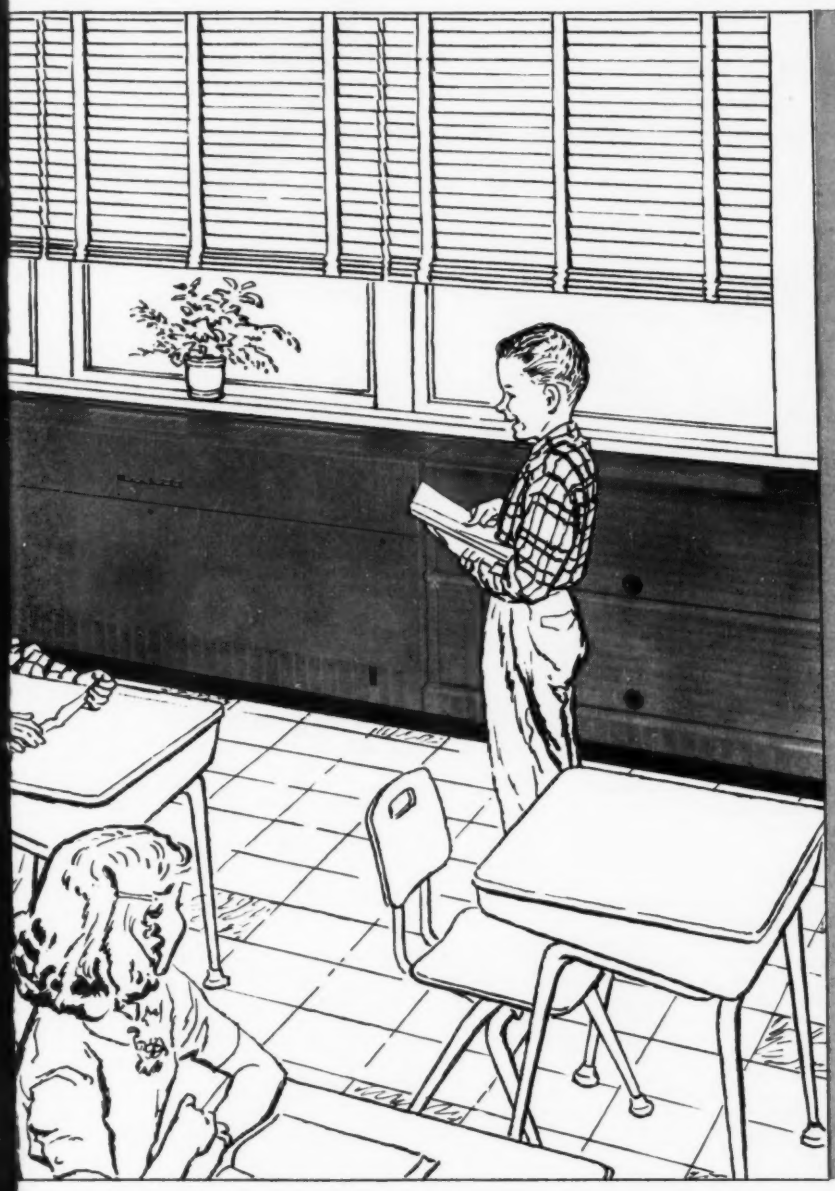
PERFORMANCE

No other unit ventilator provides *controlled* heating, ventilating and natural cooling as effectively as the Nesbitt Syncretizer. Add to this the advantages of Wind-o-line radiation and you have two-way Nesbitt protection against (1) excessive radiant loss of body heat and (2) chilling downdraft.

This unique *double* protection is your assurance of healthful, productive comfort—free of physical distraction—for every child in the room, wherever his seat is located. *Only the comfortable student can maintain maximum learning efficiency.*

QUALITY and VERSATILE DESIGN

The copper tubing of the Nesbitt Wind-o-line radiation does double duty by serving as the supply and return mains for the Nesbitt Syncretizer in each classroom. And that means *double* savings for you on pipes and coverings, and the elimination of expensive pipe trenches, mains and runouts. Because less hot water circulates, smaller and less costly pipes and pumps are needed. Piping within the Syncretizer units is factory-assembled, labor on the job is reduced. Gravity heating maintains overnight temperature, saving money on controls. Sum total of these economies: the best in *controlled* heating and



THESE SCHOOLS CUT COSTS... and *improved quality*

In New York **$1.57 sq. ft.**

Myron Avenue Elementary School, Tonawanda, N.Y.
Architect: Fenno, Reynolds & McNeil, Tonawanda, N.Y.
Engineer: Jacobus & Babinski, Buffalo, N.Y.
Gross Area: 15,100 sq. ft.
Total Contract: $256,119.00
Heating & Ventilating: $23,681.00
Nesbitt Series Hot Water Wind-o-line System with Wind-o-line Radiation concealed by storage cabinets as shown at left

In Colorado **$1.48 sq. ft.**

Machebeuf High School, Denver, Colorado
Architect: John Connell, Deceased
R. James Noone, Denver, Colorado
Engineer: Marwi S. Wilson, Denver, Colorado
Capacity: 550 pupils
Gross Area: 48,390 sq. ft.
Total Contract: $523,200.00
Heating & Ventilating: $71,833.00
Nesbitt Series Hot Water Wind-o-line Radiation

In Maryland **$1.57 sq. ft.**

Stephen Knolls Elementary School, Montgomery Co., Maryland
Architect: Bailey & Patton, Rockville, Maryland
Engineer: Redmile, Corab & Wood, Washington, D.C.
Capacity: 450 pupils
Gross Area: 28,037 sq. ft.
Total Contract: $394,686.00
Heating Contract: $44,025.00
Nesbitt Series Hot Water Wind-o-line System eliminated pipe trenches—put all piping above floor for maintenance accessibility

ventilation for your school at a cost that's way down . . . with quality that's way up for every classroom.

SCHOOLS IN MODERATE CLIMATES

In parts of the country where daytime winter temperatures rarely fall below 20°F., Wind-o-line Radiation may not be necessary because outside window walls do not create special comfort problems. In such areas, Nesbitt offers the Mainline System. It offers the economies of the series piping arrangement without sacrificing quality.

Send for the big book, packed full of information on the value of *controlled* classroom ventilation, ***More Learning per School Dollar.***

Nesbitt

THERMAL COMFORT ALL WAYS

More learning per school dollar

Made and sold by John J. Nesbitt, Inc., Philadelphia 36, Pa.
Sold also by American Blower Corporation and by American Standard Products (Canada) Ltd.

Surveying the School Scene

SCHOOL ENROLLMENT IN OCTOBER, 1957

The U. S. Bureau of the Census has issued its annual report (February, 1958) relating to school enrollment for the October, 1957, term. It is shown that the number of students enrolled in colleges and professional schools in the fall of 1957 reached 3 million for the first time. Of the estimated 3,138,000 persons enrolled in schools of higher education, 2,054,000, or two out of three, were pursuing their education in public colleges and universities.

The total number of persons 5 to 14 years old, enrolled in all schools and colleges in October, 1957, was 41.2 million. The enrollment reached new levels in every type of school. The elementary schools enrolled 27,248,000, an increase of 24 per cent during the past five years; the high school enrollment stood at 8,956,000, up 26 per cent; and the 3,138,000 college students represented a 59 per cent rise since 1952.

It is estimated that 75 to 80 per cent of the increase in enrollment is due to population changes. The remaining increase is accounted for by higher proportions of persons enrolled in schools and colleges.

NEW YORK STUDENTS EXPELLED

Supt. William Jansen, of New York City, has reported that 726 pupils have been suspended in the crackdown on youthful troublemakers.

Dr. Jansen said that 219 pupils were already under suspension when the new policy went into effect, raising the total of suspensions to 945.

Dr. Jansen's report showed that hearings had been held for about half of the 945 suspended pupils. After the hearings, 80 were returned to their regular schools, or were assigned to other schools on promise of good behavior. Seven pupils were transferred to "600" schools, intended for pupils who pose disciplinary or behavior problems. Fifty-five other pupils were continued on suspension while awaiting the opening of new "700" schools. A total of 47 pupils have been dropped from the schools, some because they were over the attendance age, had obtained working papers, or had moved from the city.

OFFICE OF EDUCATION HEAD NAMED

The appointment of E. Glenn Featherston as assistant commissioner for state and local school systems, was announced recently by U. S. Commissioner of Education Lawrence G. Derthick.

Dr. Featherston, a former staff member of the Missouri State Department of Education, has been with the Office of Education 15 years. He has served as acting assistant commissioner the past 18 months, having succeeded Wayne O. Reed who is now deputy commissioner of education.

EMPLOYMENT OF TEACHERS

Tens of thousands of new elementary and secondary school teachers will be needed annually in the nation in the late 1950's and the early 1960's, according to information issued by Occupational Outlook Handbook of the U. S. Department of Labor.

The shortage of teachers in certain subject fields which existed in 1956 is expected to continue into the 1960's. As school enrollments increase, opportunities for school teachers will expand rapidly since the number of teachers to be employed is governed by the number of pupils enrolled. Owing to the high birth rates, enrollments in kindergarten and grades will continue to rise. It is also expected that the high schools will be feeling the impact of the high birth rate. Still greater numbers, it is expected will be required to replace teachers who leave the profession.

NSBA STUDIES ANNOUNCED

Publication of seven studies dealing with vital issues in public educations has been announced by the National Association of School Boards. The studies will be discussed and released at the group's April 17–19 convention in Miami Beach, Fla.

The studies are: (1) "The School Board and Experimentation in Full Utilization of Schools and Personnel," (2) Recruitment and Retention of Capable Teachers," (3) "Better Utilization of Teacher Competencies," (4) "The Potentials of Television for the Schools — A Challenge to School Boards," (5) "The Merit Rating Issue," (6) "More Individual Attention to Pupils," and (7) "Reorganization of the Curriculum."

The studies, part of the NSBA program to strengthen the school board movement in America, were financed by grants from the Fund for the Advancement of Education.

LARSON NEW S.F.C. HEAD

In its annual business meeting in St. Louis, February 24, the School Facilities Council named Jordan L. Larson, superintendent of schools in Mount Vernon, N. Y., president for 1957–59. He succeeds Paul J. Misner, Glencoe, Ill., superintendent in this post. James T. Callen, advertising manager of THE AMERICAN SCHOOL BOARD JOURNAL, was elected to the governing board as a representative from industry.

EDUCATIONAL ATTAINMENT

The Bureau of the Census, reporting on the educational attainment of the American people on March of 1957, indicated that:

1. The average American adult (25 years of age and older) has completed 10½ years of schooling, a gain between 1950 and 1957 of one full year in the median educational level.

2. About 7½ million persons in the United States are college graduates, about two million more than in April, 1950. The tendency toward a greater proportion of young people to continue their schooling is shown by the fact that one out of 10 persons 25 to 34 completed 4 years or more of college, as compared with one out of 15 persons 35 years or older.

3. By March, 1957, youths 14 to 17 years old had completed an average of 9.2 years of school. Persons 18 and 19 years old had completed 12.0 years of school, and those 20 to 24 years old, had finished 12.3 school years.

4. About 40 per cent of the population 14 years and over are high school graduates.

CIVIL DEFENSE CLASSES

Civil Defense classes in radiological monitoring will be held in three Los Angeles high schools, starting in late May. The classes, to be held once weekly, will cover three-hour sessions, and will take up the basic facts on atom and hydrogen bombs, use of detection instruments, and communications in case of

(Continued on page 70)

Value of Co-operative School Administration

Addressing the 1958 St. Louis regional convention of the American Association of School Administrators on February 25, Dr. James B. Conant, president emeritus of Harvard University and former U. S. Ambassador to the Federal Republic of Germany paid the following tribute to the "team" concept of school management:

"In the last few months, we have witnessed a rather amazing increase in public interest in public education. But the increased interest has not always been accompanied by an increased knowledge of school affairs. Citizens whose children have long since passed the school age or those whose children are attending private schools are often quite unaware of the basic structure of the American public school system. They often fail to realize the obvious fact that there are two prime requisites for a good public school system. The first is an intelligent, honest, and devoted school board; the second is a first-rate superintendent. And where one is concerned with the public high school . . . there is a third prerequisite which needs to be named, that is a first-class principal. There are many other factors, of course, but the determining role of a few personalities is rarely appreciated by the American citizens when they talk about their schools."

Readin'-Ritin'-Rompin'

GRIGGS Furniture Stands Up

Sometimes (usually on a rainy day) our teacher lets us play indoors. Our teacher says that our GRIGGS chairs and desks are built to last and last and stay looking like new even if we do bump them around once in a while. (We like the GRIGGS happy colors, too!)

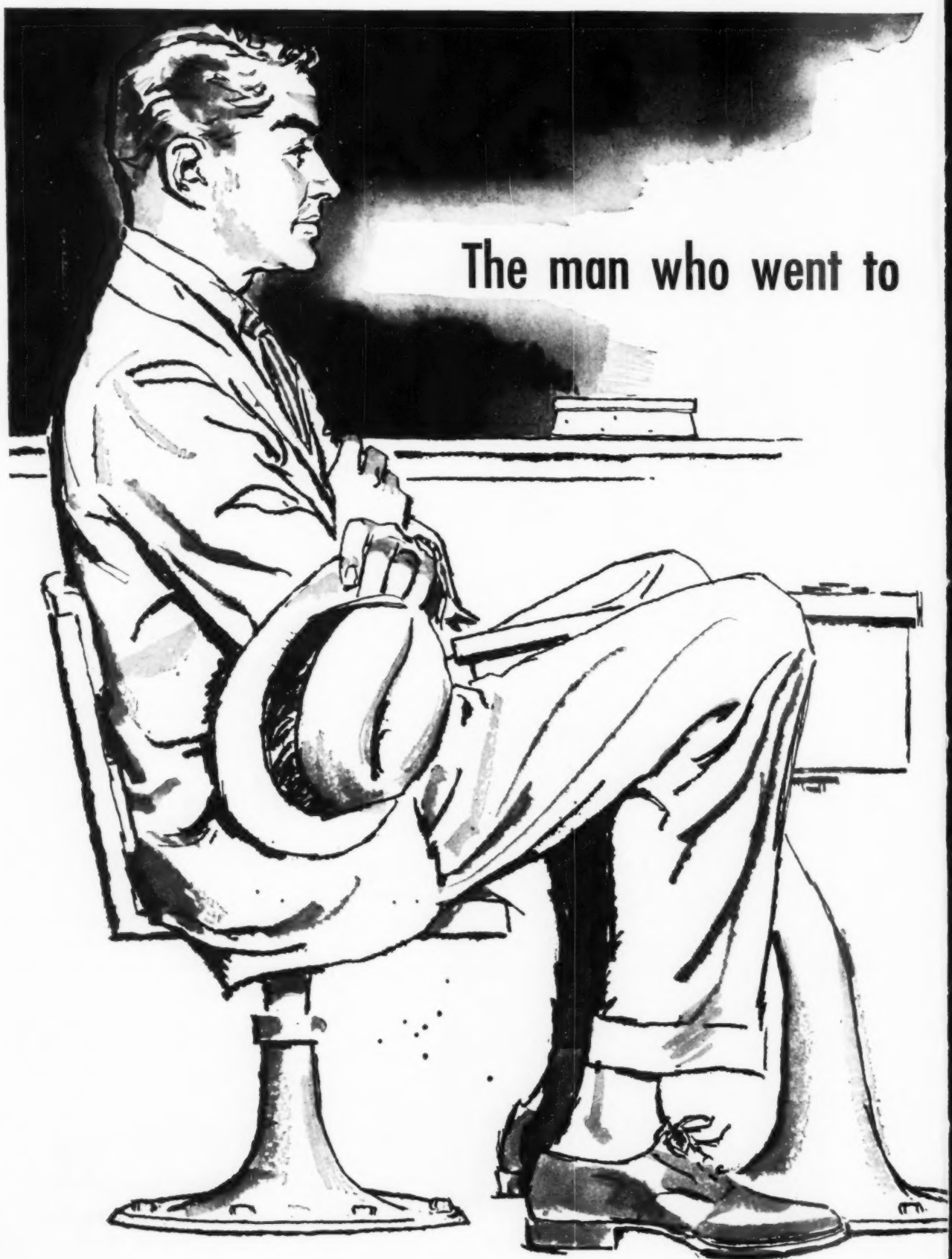
The chairs are the New GRIGGS Tempo No. 940. The sturdy, handsome study table with roomy book compartments is Tempo table No. 980. This table comes in three sizes with from two to six book compartments.

Ask your GRIGGS Distributor for quotations. Write to GRIGGS for your complete Tempo catalog.

GRIGGS

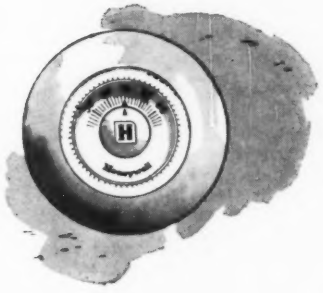
EQUIPMENT, INC.

BELTON, TEXAS

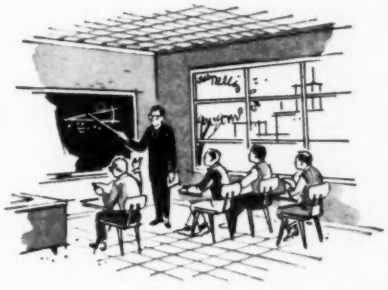

The man who went to

school to help make schools better!

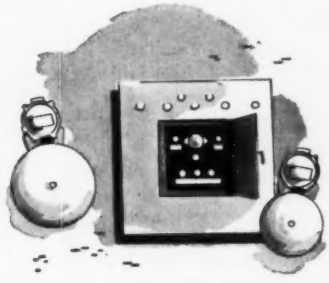
It's the Honeywell man who through the years has been to hundreds of schools. He's worked with and learned from professional educators—men who have the background for interpreting fully the requirements needed for good education. His interest? To learn to produce products specifically designed to meet specific school demands. Because of this long experience, Honeywell offers you products best fitted to your needs, backs them up with engineering specialists trained in your kind of problems, and the most comprehensive maintenance program in the industry—including periodic inspections, emergency service and replacement of worn equipment. Shown below are three Honeywell products designed to make your school safer and more effective.



For better learning—the Honeywell Round Thermostat in every classroom—Effective teaching calls for proper matching of temperature with specific classroom activity. An individual pneumatic Honeywell Round in each classroom permits the teacher to adjust the temperature as needed.



For greater economy—New Honeywell Light-Saver* Control—Dims artificial lights when natural light is strong, brings them up as natural light wanes—automatically. Optimum classroom lighting is maintained; savings in electricity for lighting of up to 80% are possible.



For safety and protection—New Honeywell Fire Detection and Alarm System—A new Honeywell System offers a variety of equipment and combinations to fit individual fire detection and alarm requirements. The system is installed, checked out and serviced by Honeywell experts.

*Trademark

For further information on Honeywell Automatic Controls for schools, or the Honeywell maintenance program, call your local Honeywell office, or write Minneapolis-Honeywell, Dept. AJ-4-47, Minneapolis 8, Minnesota.

Honeywell

First in Controls

A Call for Stronger Schools

Soundings from the St. Louis regional meeting of the AASA

Revitalized American schools as a primary national need in our country's current crisis was the clarion call sounded at the February 22–25, 1958, St. Louis regional convention of the American Association of School Administrators.

This call for a strengthened school system reverberated throughout the halls of Kiel Auditorium with echoes of federal aid for more classrooms and better teachers' salaries . . . with echoes of a renaissance of respect on the part of the American people for the pursuit of learning and for the profession of teaching . . . with echoes of curriculum challenges in the coming missile-rocket era.

Well over 9000 administrators, teachers, board of education members, exhibitors, and guests registered for the precisely-executed program that was, as always, overwhelmed with premier speakers and a rich variety of exciting events. Keynoters and panelists brought a wealth of thought and information to audiences that were distinguished, as one speaker put it, "for their quality if not for their quantity."

Main Speakers

Senator Prescott Bush (Rep.) of Connecticut made the instantaneously popular suggestion that the country would be far better off if one third of the $30 billion of federal funds allocated to highway construction would be distributed to the states "for a realistic education program."

Reflecting "the lethargy of a citizenry duped by tranquilizer pills of prolonged material prosperity" and its indifference to spiritual and intellectual needs, Senator Bush cited the fact that federal funds for the 40,000-mile system of interstate highway were approved while the 1957 education measure was defeated.

"Is it more important that we race across the country in the gargantuan dinosaur automobiles of 1958 — killing 40,000 people a year . . . in our craze for speed, speed, more speed?" Bush asked. "Or would a large part of that money be better spent in developing the minds and characters and intellect of our youth?"

The federal government fund should go "to the state governments in proportion to the public school population within each state" to reduce the deficits in classrooms and teachers' pay.

Summarily, he believed that "the efforts of the states and local communities must be backed up by the federal government in the national interest, and more strongly than we are doing now."

Commenting upon the "essential mission of the schools in preserving our security," U. S. Commissioner of Education Lawrence G. Derthick explained the administration's federal aid program as a measure designed to "stimulate support for our schools at critical points."

"As more and more people come to understand the purpose of these proposals," Dr. Derthick continued, "their merits are increasingly recognized. In the first place, the State plan approach with state and local responsibility for administration rules out any chance of federal control. Secondly, these proposals make a direct attack on the severe loss of brain power among our young people, in which some 200,000 a year slip through our fingers and use their superior talents in ways which deprive the Nation and themselves of their greatest potential."

James B. Conant, president emeritus of Harvard University and former ambassador to West Germany, who is making a study of the comprehensive high school, recommended to school boards that, in the "disputed matter of the high school curriculum for the academically able student" he should take five solids (English, history or social sciences, foreign language, mathematics, and science) in each of the four years.

Dr. Conant said that he did not favor the establishment of separate schools for the talented pupils nor separate vocational schools where vocational education is being given in a comprehensive high school. "The way to improve public high school education is to improve the guidance system and strengthen the programs offered for various types of student" in the comprehensive high school.

Defining the role of "The Superintendent as Educational Statesman," he believed that the superintendent "needs to be able to present an academic inventory to his school boards and to his public, especially since "we are now in a period when the content of curriculum is under public scrutiny."

Problems Discussed

As a discussion session, Robert J. Havighurst, professor of education at the University of Chicago, said the American educational system recruits and trains more scientists and engineers relative to its youth population.

He believed that the shortage of scientists is in no way attributable to weaknesses in our educational system, noting that the United States graduates 20 scientists and engineers for each 1000 of its population in the 20-year-old age group while Russia graduates only 17.

"The job of American education," Havighurst added, "is to find able young people who do not go to college or do not finish college, and to get them into and through college — and to get a reasonable fraction of them to go into science careers."

Of the more than 40 discussion groups and "field trips" to St. Louis schools, three sessions were of special interest to school boards:

1. "A Proposal for the Security and Welfare of Superintendents" outlined a program boards should adopt to save wear and tear on their chief executive officers. The panelists agreed that, while security for superintendents is a good thing, more security would not necessarily be better. More important than tenure, suitable salaries, and retirement benefits to the well-being of the superintendent, according to Earl Hanson, Rock Island,

(Concluded on page 19)

Scenes from the 1958, regional AASA convention: interested listeners of a typical discussion session (left, above); NSBA president Everett Luce chats with Pauline Frederick, NBC correspondent to the United Nations and Dr. Hickey, St. Louis superintendent and AASA president (right, above).

GLASS PUTS MORE Sunshine into the SCHOOL DAY

Translucent Glass in Classrooms Affords Better Light with Less Glare

Architects: Sanford W. Goin and Jack Moore (A. I. A.), Gainesville, Florida
Installation by Pittsburgh Plate Glass Co., Jacksonville, Florida

The trend in modern school design is to the widespread use of translucent, light diffusing glass to provide more natural illumination. Mississippi's attractive Factrolite pattern installed in the William D. Moseley Elementary School, Palatka, Florida, floods classrooms with copious quantities of softened, glare-reduced daylighting to achieve high levels of comfortable illumination and eliminate harsh contrasts and sharp shadows. Along with the clear vision strip, the wide glass areas create an open, friendly feeling, a pleasant school atmosphere. Students see better, feel better, work better when glass puts more sunshine into their school day.

Polished wire glass in doors and sidelights in this outstanding structure permit maximum vision plus positive protection against hazzards of breakage and fire. Mississippi Wire Glass, an Approved Fire Retardant No. 32, helps bottle up and smother small fires before they get out of hand.

When you build or remodel your school, put more useable daylight into the school curriculum. Specify glass by Mississippi. Available everywhere in a wide range of patterns and surface finishes.

Mississippi, world's largest manufacturer of rolled, figured and wired glass, maintains an experimental building on factory grounds for the study of daylighting in the modern school. Their findings are available to you without obligation.

Write today for free literature.
Address Dept. 14.

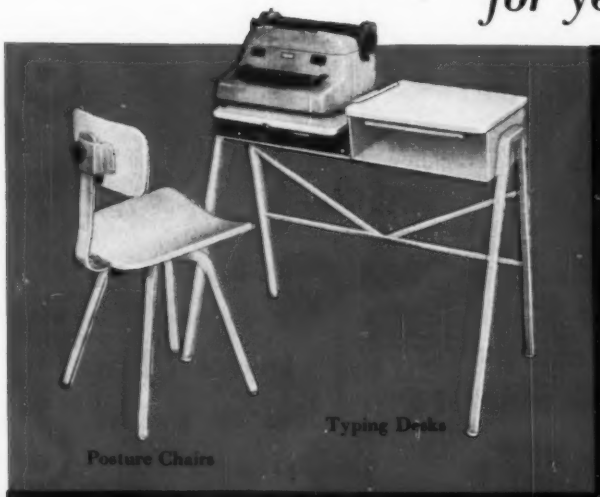
MISSISSIPPI GLASS COMPANY
88 Angelica St. • St. Louis 7, Missouri
NEW YORK • CHICAGO • FULLERTON, CALIFORNIA

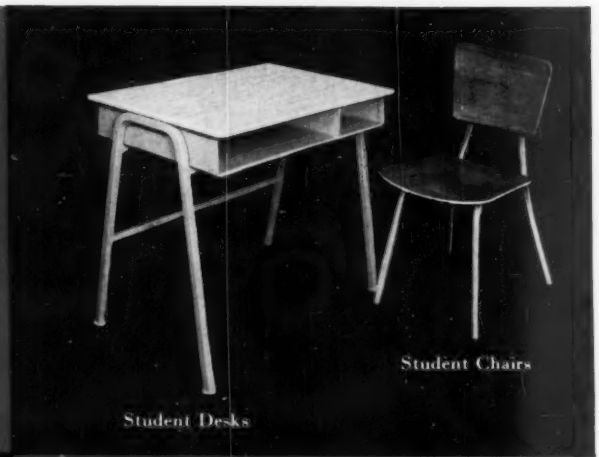
WORLD'S LARGEST MANUFACTURER OF ROLLED, FIGURED AND WIRED GLASS

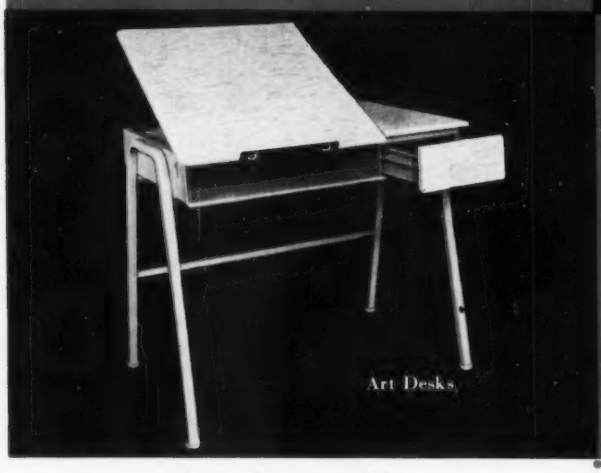
The best school furniture is the most economical . . .

insist on Royal®

for years of dependable service!







. . . *in a class by itself*

Modern school furniture by *Royal* gives you maximum durability and good looks with minimum maintenance! Latest materials developments . . . rust-proof metal, wear-resistant woods, chip-proof finishes, plastic upholsteries . . . are combined with advanced construction methods for the utmost in long service life. Desks have all-steel welded frames and tops of Maple Fiberesin . . . impervious to heat, water, alcohol, bumps, cuts. Rubber-cushioned glides protect floors. *Royal* quality brings you functional furniture with unexcelled endurance.

ROYAL METAL MANUFACTURING COMPANY
1 Park Avenue, New York 16, New York, Dept. 14-D

Gentlemen: Send me information on:

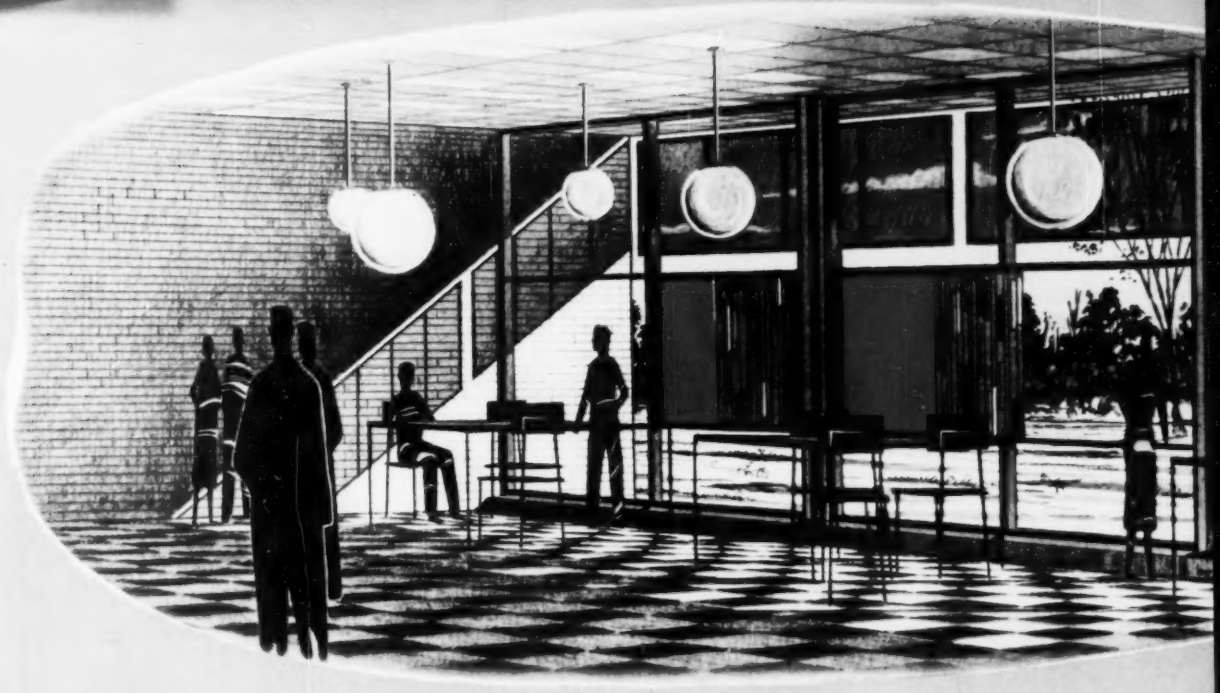
☐ Classroom Desks and Seating ☐ Cafeteria Furniture
☐ Laboratory Stools ☐ Lounge Furniture
☐ Library Shelving

Name_____

Institution_____

Address_____

City_____ Zone____ State_____



Stanley Sharp designs school window wall completely compatible with air conditioning

In the John Jay High School, Westchester County, New York, architects Ketchum, Giná and Sharp recognized window-wall as a key element in school design. Their approach was based on a conviction that control of solar heat is at least as important as admission of daylight to schoolrooms—and especially so in view of the likelihood of future conversion to air conditioning.

In the cafeteria, shown here, they developed a unique application of low-transmission glass, suspended vertically from the roof overhang—and a pattern of glazed and opaque panels in the window itself. Direct solar gain is greatly reduced in winter, completely eliminated in hot weather. Light distribution and visual comfort are actually improved.

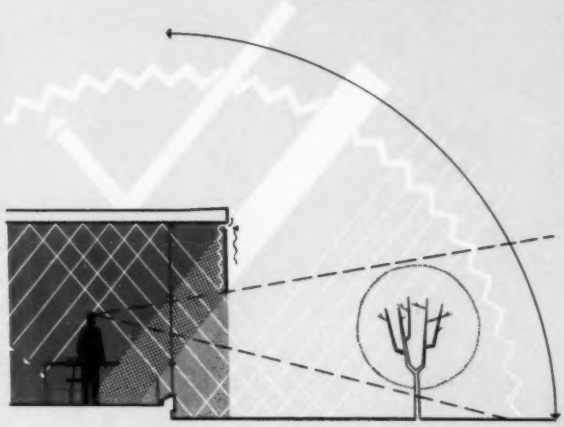
If, at any time, warm-weather cooling is added to the heating and ventilating functions of the mechanical equipment, the building will be far easier to cool than if it had continuous, unprotected windows. Meanwhile, the design is paying off in greater thermal and visual comfort from the start.

air conditioned school design

Schematic section through south-facing window-wall shows how low-transmission, glass screen blocks sun-heat, an important factor in economical air conditioning. Diffuse reflected light penetrates deep into the room.

The darkening-glass screen also reduces sky glare without obstructing the view. Location of the screen at a distance from the window shadows its middle portion. This allows absorbed heat to escape to the outdoor air on both sides of the glass, and admits reflected "ground light" to the *entire* ceiling area.

Stanley Sharp, who designed the building, feels that *"the architect's obligation is to create a pleasant environment for people to live with and in. Our task is to arrive at a fine balance of many independent factors . . ."* This window-wall treatment is an excellent example of his philosophy.



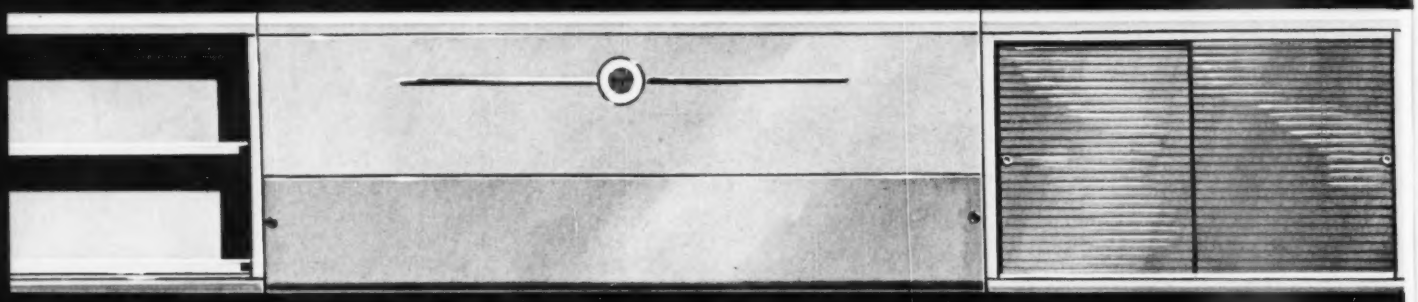
AAF

herman nelson

hernel-cool II

UNIT VENTILATOR

with optional air conditioning



already selected by more than 100 schools

Will the school you are planning *ever* need air conditioning? The answer is definitely—yes. Architects and educators agree on the importance of the proper learning environment. And only air conditioning can assure that your school will have it when the weather outside is warm.

That's why today—less than a year after its introduction—the HerNel-Cool II unit ventilator with optional air conditioning has been selected for use in more than 100 schools, which are either air conditioned now or have planned for it.

HerNel-Cool II is the first unit ventilator to offer optional air conditioning, as well as heating, ventilating and natural cooling (with outside air). Units can be installed so the school enjoys the usual benefits of Herman Nelson unit ventilation, including the famous DRAFT|STOP system—*the only type of draft control that is compatible with air conditioning*. Then at any time—immediately, or whenever the school budget will allow it—the mere addition of a chiller in the boiler room is all that is needed for complete hot weather air conditioning.

This can be accomplished without disruption of classroom activities . . . without expensive alteration and installation charges. The cost is far less than for separate heating and air conditioning systems—both for installation and operation.

Want information? Write today to Herman Nelson Unit Ventilator Products, **American Air Filter Company, Inc., 215 Central Ave., Louisville 8, Ky.**

AAF

herman nelson

UNIT VENTILATOR PRODUCTS

System of Classroom Cooling, Heating and Ventilating

ASSOCIATION NEWS

(Concluded from page 14)

Ill., superintendent, were the "freedom to be an educator" and the opportunity to work with mature boards and public. W. A. Shannon, NSBA executive director, believed that the superintendent is a member of the school management team and receives benefits teachers do not: no maximum limit on salaries, greater retirement benefits in many states, leaves of absences, etc. Boards should, however, make attempts to relieve worry and tension from their administrators.

2. Dr. Earle W. Wiltze, presenting "School Board Policies — Sound Principles and Practices," enumerated the advantages of written policies: save time, furnish continuity of action, bring about better public relations, define role of superintendent, reduce pressures, etc. He warned that school board policies (1) *should not* be hastily written and (2) *should* be subject to constant revision.

3. In the session on "Getting and Keeping Good School Board Members, Dr. Marion A. McGhehey, assistant professor of Education at Indiana University suggested that the superintendent had a responsibility to offer leads (and define criteria) in the selection of prospective school board members and to institute and supervise orientation as in-service training programs.

The convention also witnessed the premier showing of "Satellites, Schools, and Survival," a documentary film on the relation of the American educational system to America's survival as a free nation. The educational television station in St. Louis, KETC, offered two full days of educational TV, including regular classroom demonstrations and auxiliary programs.

Associated Exhibitors' Award

Upon receiving the Associated Exhibitors' "American Education Award," Herold C. Hunt, Eliot Professor of Education, Harvard University, commented upon the "century of experience in co-operative relationships between boards and superintendents that has resulted in the sharpening and helpful clarification between theory and practice." Characterizing 1958 as a year "of crisis, of change, and of challenge," Dr. Hunt cautioned: "Let no one tamper with the nation's educational system with a view to molding, conveyor beltlike, everyone in the image of the scientist or the engineer."

The 225 exhibitors, who displayed a showcase of wares in more than 400 booths, received an enthusiastic reception by the midwest and midsouth administrators.

HIGH SCHOOL PRINCIPALS CONSIDER CURRICULA

The more than 4800 high school principals who attended the 42nd annual convention of the National Association of Secondary School Principals suggested that local school systems should shoulder all or at least a healthy part of the cost of retraining their science and mathematics teachers in the latest developments in their fields. This proposal was one of several "minimum recommendations" on how to improve the teaching of science and mathematics. The convention was held in Indianapolis, Ind., February 15–19.

Other proposals: (1) science and mathematics should be required courses all the way from the 7th through the 12th grade for those students capable of handling them, (2) advance courses including some now taught only in college shouuld be made available to the especially gifted student, (3) talented pupils should be identified not later than the 7th grade, (4) for students of limited ability there should be special, general nature, one-year courses in grades 10, 11, and 12.

NCSC PLANS 1958 MEETING

President Harry Silverthorn has announced preliminary plans for the annual convention of the National Council on Schoolhouse Construction, to be held September 22 to 27, in Seattle, Wash.

The theme of the conference will be "Coordinating City and Long-Range School Planning." City planners and educators will participate in the program. Visitations will illustrate points of good school and city planning.

The local committee on arrangements has announced a trip to a lumber camp, a cruise on Puget Sound, a trip to Vancouver Island, a trip to Mount Ranier, a trip to Grand Coulee Dam, and a trip to the Columbia Basin Development, also a deep sea fishing trip.

COMING CONVENTIONS

April 9–12. Southeastern Association of School Business Officials, at Miami, Fla., McAllister Hotel. Secretary: Paul L. Franklin, Meridian Public Schools, P.O. Box 470, Meridian, Miss. Attendance: 200.

April 17–19. National School Boards Association, at Miami Beach, Fla., Fountainbleau Hotel. Secretary: W. A. Shannon, 450 East Ohio St., Chicago 11, Ill. Exhibits.

April 21–25. Department of Audio Visual Instruction, at Minneapolis, Minn., Leamington Hotel. Secretary: Anna L. Dyer, 1201 Sixteenth Street, N.W., Washington, D. C. Attendance: 1500. Exhibits.

April 24–26. Florida School Boards Association, at Miami Beach, Fla. Exhibit Chairman Ed Henderson, 208 W. Pensacola St., Tallahassee, Fla. Attendance: 335. Exhibits.

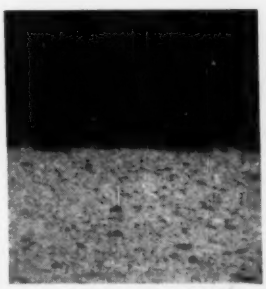
WALK-TOP surfaces are real Life Savers*

*By permission of Beech-Nut Life Savers, Inc., for candies

On playgrounds and other surfaced areas, Laykold® Walk-Top has proved safe and resilient, with truly "life-saving" qualities.

Over any sound and stable pavement base, Walk-Top provides a smooth, long-wearing surface seal that extends the life of the base. And because it is non-abrasive, it reduces skins, "burns" and other injuries normally associated with play-yard falls and tumbles.

Call our office nearest you for full information on Walk-Top today. Our Laykold Engineers will welcome an opportunity to give you the full "Walk-Top/Life Saver" story.



Here you see, close-up, a comparison between an ordinary road-type surface before (below) and after application of Walk-Top. Smooth, resilient and safe, Walk-Top is a real Life-Saver for the pavement, as well as for play shoes and clothes. Holds "skinned knees" to a minimum, too.

American Bitumuls & Asphalt Company

320 Market, San Francisco 20, Calif. Perth Amboy, N. J.

Baltimore 3, Md. · St. Louis 17, Mo. · Cincinnati 38, Ohio
Mobile, Ala. · San Juan 23, P. R. · Tucson, Ariz.
Inglewood, Calif. · Oakland 1, Calif. · Portland 8, Ore.

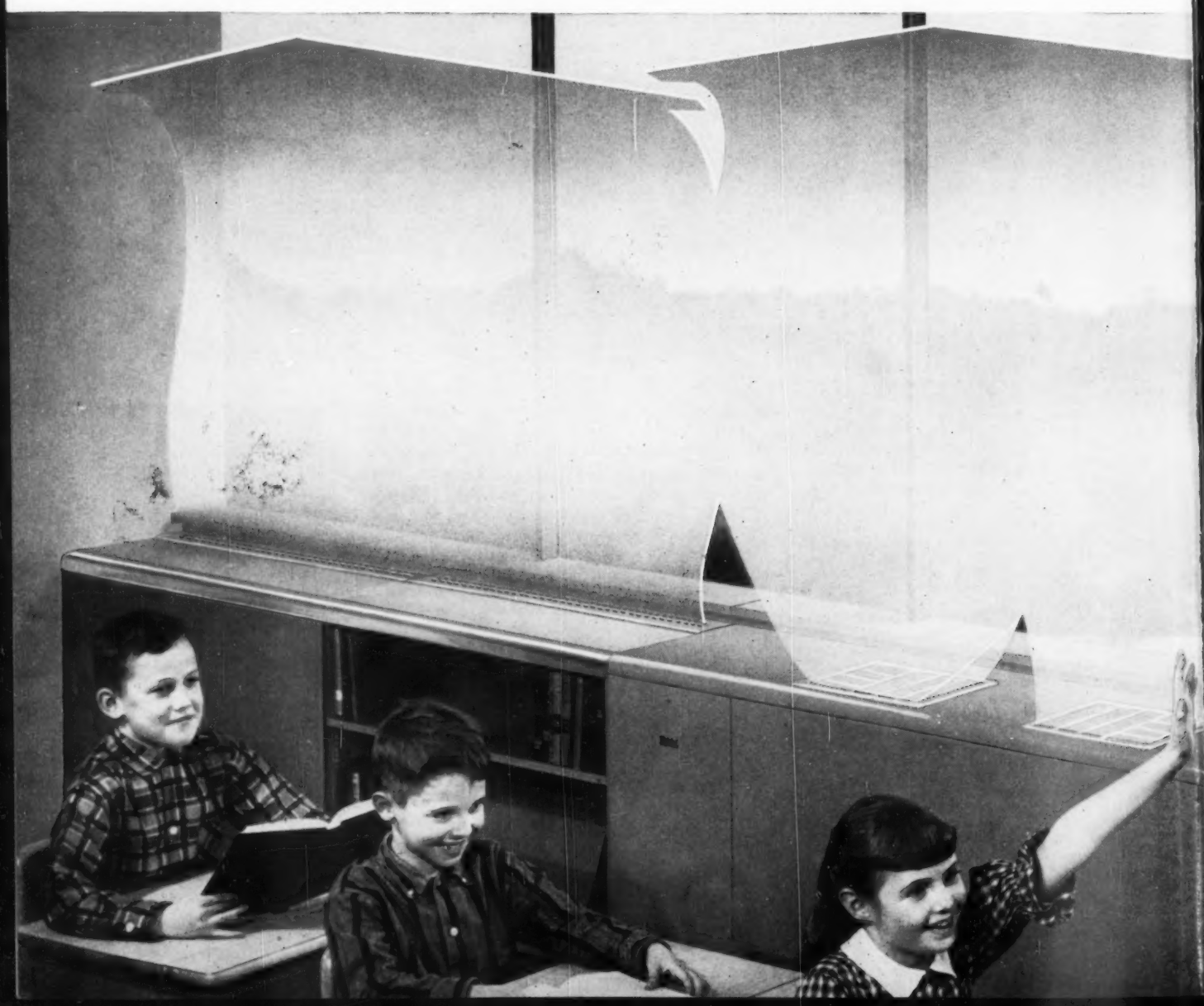
This rising curtain stops classroom drafts

Trane Unit Ventilator with Kinetic Draft Barrier gives every pupil an ideal climate for learning

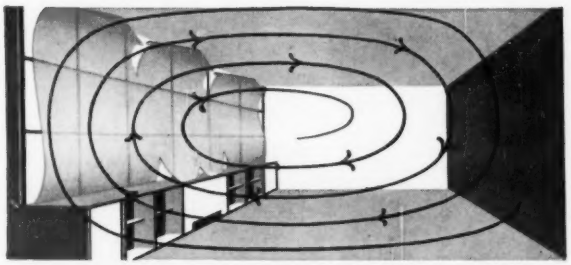
Modern schools with large window areas face a special heating-ventilating problem: pupils seated near the window are chilled by icy window downdrafts; and, *at the very same time*, others seated in the corners of the room may complain of stuffy, overheated air!

But now, with the exclusive TRANE Unit Ventilator System, drafts are stopped before they start—right at the window—by a continuously rising curtain of warmed and tempered air. Only TRANE Unit Ventilators provide this *Kinetic Draft Barrier!* And this exclusive TRANE feature gently blends and distributes tempered air into every corner of the classroom. Result: true, room-wide, powered ventilation that eliminates hot spots, cold spots, sleepy corners. Every pupil in the room has a fresh air seat . . . an ideal climate for learning!

Ask your architect, consulting engineer or contractor how the TRANE Unit Ventilator with exclusive *Kinetic Draft Barrier* can create an ideal climate for learning in your school. Or write directly to TRANE, La Crosse, Wisconsin.



# of tempered air before they start!



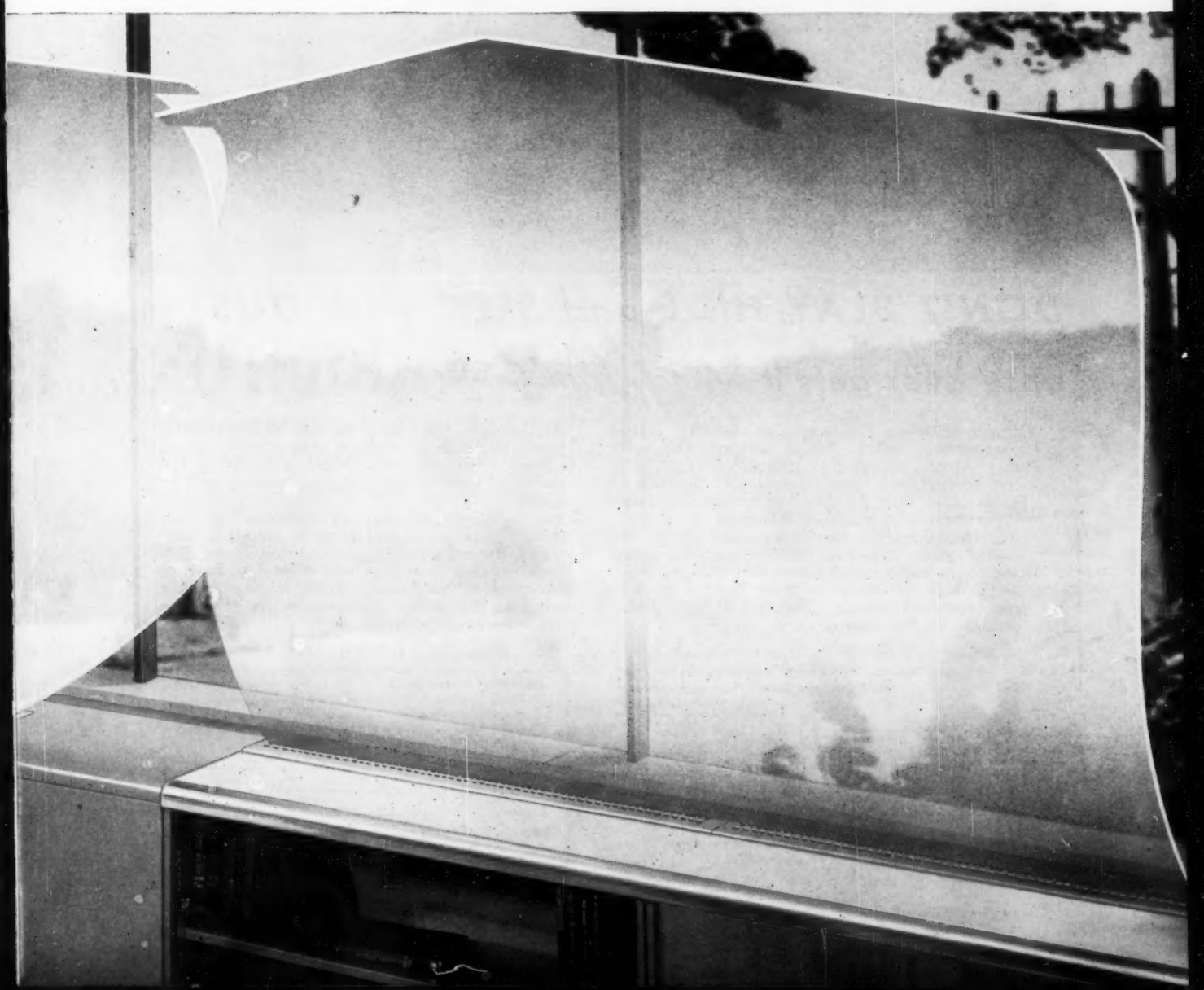
Room-wide ventilation! Only TRANE Unit Ventilators constantly deliver air under pressure from room-wide wall outlets. As air reaches the ceiling, it picks up room air—creates a gentle, circling flow of ventilation across the entire room. And, unlike systems that depend upon wall-length heating elements—with on-again-off-again action—the TRANE *Kinetic Draft Barrier* works full time.

For any air condition turn to

TRANE

MANUFACTURING ENGINEERS OF AIR CONDITIONING, HEATING, VENTILATING AND HEAT TRANSFER EQUIPMENT

THE TRANE COMPANY, LA CROSSE, WIS. • SCRANTON MFG. DIV., SCRANTON, PA.
TRANE COMPANY OF CANADA, LTD., TORONTO • 96 U.S. AND 19 CANADIAN OFFICES



HILLYARD FLOOR CARE saves half the Labor!

DON'T PLAY HIDE-and-SEEK with DUST . . .

once over gets it with *Hillyard* SUPER HIL-TONE®

Super Hil-Tone has a special property (called AD-SORPTIVE action) which attracts and holds dirt. After you sweep, a thin protective film is left on the floor. This film attracts particles of germ laden dust as they are brought in, holds them much as a magnet holds nails.

Superior attraction of Super Hil-Tone in the sweeping mop draws up all these particles, quick and clean. Sweeping does not stir up dust. None settles back on the swept floor. Daily dust-up is fast, simple, thorough. The mop literally glides over the surface—no drag, no fatigue.

And—Super Hil-Tone's non-oily film left after sweeping actually protects the floor's finish, makes it last longer—helps bring out to the full the rich, natural sheen of the flooring and its finish.

The big opportunity to save money in floor care is NOT in the pennies spent for materials. Rather, it's in the dollars that go for labor. Super Hil-Tone can help you save real money, by making sweeping a "walk-over". Here is still another proof of the axiom, *Economy in floor maintenance never comes from cheap materials.*

The Hillyard "Maintaineer®" shows you how to take advantage of modern labor-saving treatment techniques and short cuts. He's your own trained floor care specialist, *"On Your Staff, Not Your Payroll"*

ST. JOSEPH, MO.
U.S.A.
Passaic, N. J.
San Jose, Calif.

Branches and Warehouse Stocks in Principal Cities

MAIL COUPON TODAY

HILLYARD, St. Joseph, Mo. E-1

☐ Please send me full information on how to save money in floor sweeping.

☐ Please have the Hillyard Maintaineer make a FREE Survey and recommend treatments for my floors.

Name.....

Firm or Institution.....

Address.....

City..... State.....

THE AMERICAN
School Board Journal
A Periodical of School Administration
APRIL - - - - - - - - - - 1958

A review of a successful semidepartmentalized elementary education method—

How Tulsa Teaches the Grades

A. V. OGLE
Director of Elementary Education, Tulsa, Okla., Schools

In Tulsa, Okla., a city of approximately 250,000 population, a semidepartmentalized or self-contained program of elementary education is provided for some 39,000 children in 58 elementary schools.

Above kindergarten — whose activities provide for firsthand experiences which will best contribute to the child's development in social living and to his readiness for first-grade work — pupils in each of the six grades devote one-half day to work in the fundamental subjects with one teacher. These fundamentals — reading, writing, arithmetic, language spelling. health, safety, and social studies — are called home room subjects, and the teacher is identified as the home room teacher. In the elementary grades the home room work develops basic skills which children will need as they face more complex learning situations throughout the entire period of their formal schooling and in the years after graduation.

Parallel to these basic skills, the content materials in such areas as the social studies are organized in units of work, the solution of which requires a problem-solving approach. Under the direction of a skilled teacher the unit method gives purpose, direction, and enrichment to learning, and a clearer understanding of relationships among the various subjects.

Enrichment Subjects

During the half day opposite the home room, children follow a four-period schedule of work in certain enrichment subjects which are also fundamental to successful living in our American society: art, music, science-geography, physical education, speech arts, and library. Each of these subjects is taught by a skilled teacher in a specially equipped room. Library and physical education classes meet daily, while art alternates with science-geography and music with speech arts. These enrichment areas are referred to as the special subjects, and the teachers are called special teachers. An added feature that this type of organization affords is the services of part-time instrumental teachers who work full time throughout the year, but at more than one school. This arrangement gives regular semiprivate instruction in instrumental music at no cost to the pupil.

We believe that the semidepartmentalized or self-contained school, as it is organized in Tulsa, requires better qualified teachers than does the more traditional school with one teacher for

In Tulsa, a Semidepartmentalized Elementary Program — (1) Provides for specialization of instruction in all areas, both in homeroom and in enrichment or special subjects; (2) Insures a well-rounded educational program of worthwhile experiences which encourage and broaden interests among boys and girls; (3) Enables teachers to serve in specialized areas in which they have high degrees of interest and competence; and (4) Offers a means of challenging talented pupils.

each grade. In Tulsa the home room teacher comes to know two groups of children, one group taught in the forenoon, the other in the afternoon. Since she is responsible for both groups, she must plan her work carefully and use the most effective teaching techniques. The special teacher in most instances becomes acquainted with boys and girls in eight classes taught daily. Children's ages may range from six-year-olds in first grade to those twelve or older in grade six. On the one hand the special teacher must know the instructional program for her subject at each grade level, and on the other she must be familiar with the growth and development needs of children in widely varying age groups. If she remains at a school for an extended period of time, the special teacher has the added advantage of observing the same children as they develop from year to year.

Tulsa Teachers

All teachers in the Tulsa public schools are selected not only on the basis of their ability to teach a subject or combination of subjects, but also in terms of the teachers' competence in teaching boys and girls. Teachers must know and enjoy children if a climate most conducive to learning is to be established in the classroom. A pupil in a Tulsa semidepartmentalized elementary school may be taught by as many as five teachers daily, and each may see him in a different light. These teachers are, therefore, in a position to furnish worthwhile guidance information and to help build a comprehensive cumulative record for each child.

The Tulsa plan for elementary education provides a balanced and effective program of instruction. The plan assures a definite allotment of time for learning experiences in each subject area. The home room teacher prepares a schedule for her room, showing approximate time allotments for the teaching of each subject. The schedule of periods for the school day determines the time (approximately 40 minutes) which the special teacher may spend with each class. There are very few teachers who can teach all subjects in the modern elementary school equally well, or who do not tend to slight those areas of instruction in which they have less interest or professional preparation. The teacher finds satisfaction and a sense of security in working in an instructional area in which she has a high degree of interest and a broad background of training.

Modern school plants are in many instances subjected to criticism because expensive facilities are used only occasionally or during a small part of each school day. In Tulsa elementary schools the semidepartmentalized plan requires that every facility be used full time during the day. For example, the library becomes the cafeteria dining room at the lunch hour, and the pupils scheduled for library meet in a classroom vacated by a group of children dismissed for lunch. Complete and full time use of plant facilities means economy in school costs.

Tulsa Elementary Principals

Dr. Charles C. Mason, Tulsa superintendent, lists the following major qualifications for the elementary school principalship: (1) ability to provide a favorable environment for learning; (2) ability to apply necessary knowledges and skills in administering several subject matter areas; and (3) ability to help teachers provide guidance for each child in the maximum development of his capacities to learn.

In meeting the above qualifications as they apply to the Tulsa plan of organization in the elementary schools, the principal is expected to be aware that the environment in which children find themselves at school can be a definite aid in the motivation and enrichment of learning. Science, for example, can be more effectively taught in a specially equipped room with display cases, aquarium, demonstration table, and many types of apparatus than in a self-contained classroom. While the physical environment is important, the principal must also realize that the major factor in the learning process is the inspiration of a teacher skilled in developing the potentialities of children.

In Tulsa the elementary school principal is the chief supervisory officer in the building to which he is assigned; he is also a specialist in child growth and development. He is expected to acquire a general knowledge of all phases of the instructional program and to keep in touch with the work of each teacher as it affects the child. The principal works closely with the supervisors of home room and special subjects, not only in helping teachers with their problems but in order that there may be a highly unified program of instruction among all elementary schools in the system. To this end weekly meetings of principals are scheduled by members of the central administrative staff.

The principal must work not only with the several teachers at each grade level and their supervisors in integrating the total program in his building, but at times with other specialists in such fields as visual aids, guidance, health, and testing. He must therefore be skilled in human relations and in ways of working with people. The elementary principalship in Tulsa offers unusual opportunities for creativity, versatility, and flexibility in educational leadership.

Integration of Learning Experiences

The semidepartmentalized plan of organization used at the elementary school level in Tulsa lends itself ideally to correlation or integration of the learning experiences of children. With a high degree of instructional specialization and supervision, we attempt to provide maximum learning experiences for boys and girls by pooling the best resources and professional thinking available. True learning cannot be fragmentary or compartmentalized; it must involve the process of *thinking* by the child — of relating information and understandings gained from one learning experience to others in the solution of problems.

In Tulsa we believe that learning is facilitated by increasing the number and variety of meaningful associations relating to a specific learning situation. In the home room children bring to the study of a health unit, for example,

considerable knowledge of the subject which has been acquired in physical education, science, and library. Conversely, as pupils attend classes in art and speech, they may wish to convey or express ideas acquired on the subject of health in the home room. This, again, involves the thinking process.

A well-integrated or correlated program of instruction at the elementary school level requires a high degree of communication among teachers, principals, supervisors, and administrators who are aware of the problem and genuinely interested in doing something about it. At the Tulsa pre-school conference for principals, supervisors, and teachers held in August, 1957, considerable time was devoted to a discussion of correlating the instructional programs in the elementary schools. Frequent meetings of this type have been held on a system-wide basis in Tulsa for many years. Ideas gained from these discussions are in turn implemented by principals and teachers in subsequent meetings at their respective schools.

During the 1956–57 school year the elementary schools of Tulsa used the following methods of correlating art, library, speech arts, music, physical education, science-geography, and the home room subjects: (1) informal communication among teachers; (2) posting unit sequence charts and lesson plans; (3) principal-teacher conferences; (4) charts or diagrams showing relationships among instructional areas; (5) specially planned meetings of principals with teachers; (6) planning with children; (7) exchange of lesson plans; (8) discussions in regularly scheduled teachers' meetings; (9) study of curriculum guides; (10) suggestions from supervisors; and (11) visits of teachers to other rooms.

Testing and the Gifted

The Tulsa schools recognize and provide for the education of the talented or gifted. Through specialized instruction by trained teachers in the six special subject areas, many children with unusual talents are identified early and guided to outstanding achievement in those fields. In the subjects taught in home room, gifted students are given extra and more challenging assignments. Children in each of the primary grade home rooms are usually divided into three reading groups. The reading material specified for each group is selected in terms of difficulty. Grouping is also used in the upper or middle grades, with membership in each group varying according to the instructional job to be done.

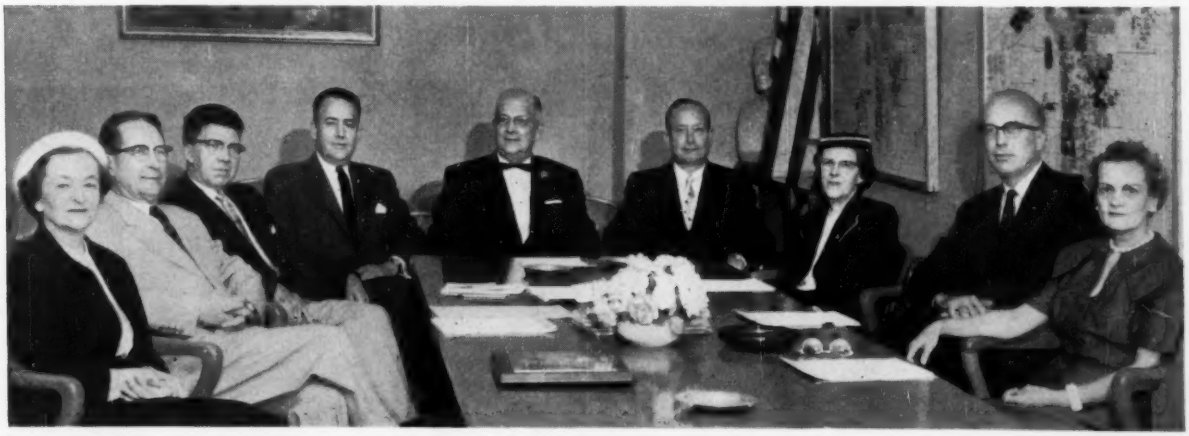
A comprehensive program of achievement testing shows that boys and girls in the Tulsa elementary schools equal or surpass national norms in most of the basic or home room subjects. Moreover, while making better than average progress in the "Three R's," children in Tulsa are experiencing much growth in the enrichment or special subject areas. This growth is not measured by standardized tests ordinarily used at the elementary school level.

Acceptance by Parents and Children

Children like the Tulsa plan of elementary education. In comparing it with situations where children remain with the same teacher throughout the day, the semidepartmentalized or self-contained school is not characterized by any significant degree of emotional maladjustment of children. In fact, there is emotional release for boys and girls in being with several teachers rather than with only one. A system-wide study in Tulsa has shown that a high percentage of parents favor the semi-departmentalized elementary school. It is especially significant that in a few communities in Tulsa where schools are too small to be organized in this manner, parents request that they be so organized at the earliest date possible. Likewise, a very large majority of parents coming from other parts of the nation where they have been accustomed to a traditional type of school program react favorably to the Tulsa plan.

In these times of rising school costs and critical examination of the returns from educational expenditures, it behooves us to make our schools as efficient as possible in terms of each dollar expended for education. Among the important requirements for meeting that goal are the following: (1) providing for diversification of learning experiences; (2) doing more than paying lip service to the recognition of individual differences; (3) employing teachers with a broad background of professional training which qualifies them to teach children of varying interests, ages, and potentialities; (4) providing an effective guidance program; (5) grouping children for instruction on the basis of their respective needs; (6) supplying environmental facilities in the classroom which will supplement instructional materials and the skill of the teacher; and (7) utilizing to the fullest extent all classrooms and other physical facilities of the school plant.

In Tulsa we believe that our semi-departmentalized or self-contained elementary schools are unique in the extent to which they meet the above requirements. We believe that a day in a Tulsa elementary school represents a segment of complete and desirable group living for children.



Members of the Tulsa, Okla., board of education shown with Dr. Charles C. Mason, superintendent of schools (second from left)

SPRINGFIELD'S TELECAST INFORMS ADULTS...

A new dimension has been added to the instructional program of the Springfield, Mo., schools as an important by-product of a regular weekly school telecast designed to inform adults of the community about their schools. The five-year-old "Television Classroom," which goes into session for half an hour on Springfield's commercial KTTS-TV, now shows many phases of school life *in the classroom*, and provides valuable educational experiences in speech, drama, music, art, reading, etc., for Springfield's elementary, junior high, and senior high pupils.

Goals of the Series

"Television Classroom," which is as old as KTTS-TV itself, has had many formats since going on the air. The present organization of the program, however, has proved most effective from the standpoints of simplicity in production, educational value to students who participate, and — of prime importance to a program using donated time of the commercial channel — *viewership*, as well.

The program has many purposes, but probably the foremost goal is described in a weekly opening introduction to the program: "This is 'Television Classroom,' a presentation designed to keep you informed about the most important business in your community — YOUR PUBLIC SCHOOLS. . . . For it is here, in public schools such as these, that your investment in education is working every day . . . to provide YOU the greatest dividends possible from any investment you can make today . . . training today's youth for more effective citizenship in tomorrow's world."

Viewer Reaction

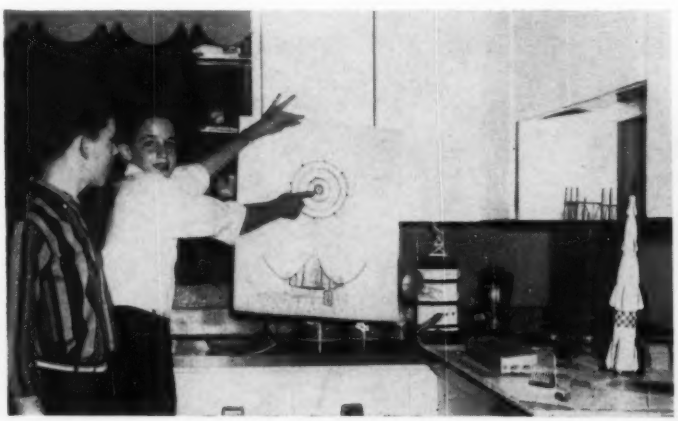
"Television Classroom," as a mirror for the school system, literally takes the classroom to the public without the artificial environment of a class "performing" in a downtown store window or before a crowd at a PTA meeting. The program shows many phases of school life to great numbers of viewers and it interprets and demonstrates various educational procedures. "Television Classroom" has in Springfield developed a friendly understanding of the benefits education gives to individuals and to society as well as information concerning the nature of the program.

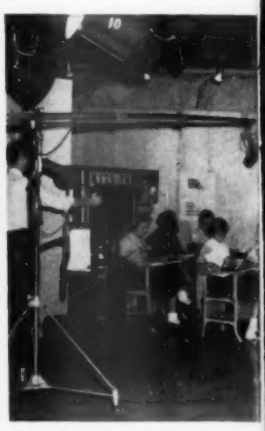
Recently, a group of third graders were asked to answer the question, "What was your most interesting experience during your first year in school?" The unsuspecting teacher unfolded the papers to discover that she had asked the question of a former "Television Classroom" class. A vast majority of the pupils wrote simply "We were on TV."

For several years, a costumed Latin Club television presentation featuring scenes of Rome and Latin-speaking "Romans" has been presented on "Television Classroom" to increase interest in study of the language. This year at one Springfield high school, the meeting place for the Latin Club was of necessity moved from a classroom to the school auditorium. Current membership is almost 200 students — a growth from 20 when the TV emphasis began. Similar interest in higher mathematics courses has been manifest through a planned series on "Why Study Math?" which presents dramatically reasons for choosing elective mathematics courses by students and representatives of various vocations practiced in Springfield.

An early emphasis upon safety in the

Examples of the varied fare of programs shown on Springfield's weekly lively "Television Classroom" series —





One week, Springfield's telecast over a local commercial station demonstrates the teaching of elementary science (above) and another program informs viewers how mathematics is taught in the city's junior high schools (right).

TEACHES STUDENT PARTICIPANTS

ROBERT C. GLAZIER
Director of Public Information, Springfield, Mo., Schools

"Television Classroom" series entitled "To and From" has resulted in formation of active safety councils in all 42 Springfield schools. Actual telecasts of student safety council meetings were included in the series along with talks by James H. Hall, school safety officer (who was saved more than 40 hours of personal appearance duty time with each TV appearance).

The telecast has promoted many worthwhile youth activities, including "Science Fair," "Teen Town," and summertime organized groups for young pupils. Each year, during American Education Week, programs are beamed to parents, encouraging visits to schools.

First graders have been oriented to school through regular series of programs, and many questions have been answered for parents of future Springfield pupils.

Current Format

The current format for the program provides an opening scene of activity in a different subject and at a different grade level each week. These openings range from a high school chemistry laboratory scene to a third-grade reading group, from a junior high school physical education class to first graders painting at easels. These one-minute eye catchers are designed to hold viewers and to provide them a brief preview of the feature presentation of the session of "Television Classroom" being telecast on that day.

Title slides are superimposed on the scene of activity and an announcer introduces the program off camera. Pictures of four different Springfield school buildings are flashed through in rapid order each week to illusrtate a "schools such as these" line in the introduction.

Each portion of the program consists of a school newscast with pictures, exhibits, interviews, demonstrations, and other visual-emphasis material.

On the elementary level, a sixth grader, selected from one of Springfield's 35 elementary schools, reads news stories from six to eight schools prepared by the office of public information; a student reporter from one of the district's five junior high schools then presents the news from his own school based upon materials prepared for that month's issue of the school paper. Following these four-minute newscasts are two equal sessions of news from the system's two senior high schools.

This oral reading demonstration is good educational experience for the pupils and, emphasizing the basic skill of reading, is a distinct contribution to improvement of public relations.

A Boost for Journalism

The high school journalism departments' contribution to "Television Classroom" meets a need for many journalism students who each week write, produce, and present these television news reports which are quite varied in content. While each newscast is built around a reporter reading news stories, each is illustrated by student-photographed pictures, demonstrations, exhibits, and dramatic skits of the "You Are There" variety.

Climaxing each "Television Classroom" presentation is a feature demonstration, showing "what is taught and how it is taught" in the Springfield school system. Subjects and levels of instruction are varied each week. From 10 to 12 minutes of the program is devoted to this part of the program each week.

Other examples: (left) the senior high school Latin club; (below) "Tom Sawyer" by sixth graders.

Teacher Merit Plans That Work

Alton, Ill.

In 1943* a teacher committee in the Alton, Ill., schools re-evaluated the unified salary schedule to permit quicker progress to maximum salaries and to take into account individual qualifications and offer incentives to seek professional advancement.

Two fundamental policies on the Alton schedule are now: (1) initial evaluation is made in terms of index numbers or points; and (2) agreement is reached through discussion, repeated polling of the committee, and compromise of conflicting ideas.

Minimum salary is valued at 100 points. The base bachelor's degree salary is 105. Training credit points are added on the basis of one point for each four semester hours so that a master's degree is 135 points. Additional points are granted beyond the master's degree. "Merit rating" can produce 30 points for the superior teacher over a ten-year period, three to four each year. The maximum number of points, which are applied to a dollar value, is 215 after ten years of experience.

Merit points are secured as a result of evaluations made in three conferences each year between the principal and the teacher. Differences of opinion are resolved by an additional conference with the superintendent and such staff members as the latter may designate.

"A Point System"

The superintendent reports that a large majority of the teachers are still favorable to the plan after 14 years of trial and improvement.

Merit factors, not weighted as to importance, are as follows: (1) *Dependability* (promptness, co-operation), (2) *Service* (citizenship, public relations, professional service), (3) *Professional consciousness* (ethics, willingness to learn and grow and participate), (4) *Subject matter* (mastery, preparation, teaching methods), (5) *Classroom atmosphere* (teacher-pupil relationship, management, physical make-up room), (6) *Adaptability* (sympathy, sense of humor, friendliness), (7) *Personal appearance* (good taste in dress, neatness), (8) *Emotional stability* (sense of proportion, even disposition), and (9) *Wholesome relationships* with fellow teachers.

Summit, N. J.

"Ample Observation"

Summit's system of incentive pay for teachers stimulates better teaching and endeavors to pay the better teachers the kind of salary that will encourage able persons to join and remain with the Summit teaching force.

To be effective, administrators and teachers must agree on the duties of a teacher and what constitutes the performance of a superior teacher. Raters must have *ample time to observe* and to confer with teachers. All rating forms should aim to stimulate objective evaluation by pinpointing the objectives. The staff must have confidence in the rater's judgment and in his familiarity with the teacher's contribution.

A thorough study involving committees of teachers and outside research consultants has brought about a revision of the evaluation tools this year. The basic function of the teachers' *job* was defined "to impart to pupils approved skills, knowledge, appreciations and fundamental attitudes; and to develop each pupil to his capacity in ways which promote the general welfare."

Ten areas of major responsibility of a teacher, together with key duties in each case, have been defined: (1) Classroom management, (2) Character development, (3) Curriculum development, (4) Daily preparation, (5) Knowledge of subject matter, (6) Public relations, (7) Pupil-teacher relationships, (8) School and system-wide effectiveness, (9) Techniques of instruction (motivation), and (10) Pupil evaluation.

In order to test the validity of the new evaluation tools, experienced teachers and administrators were asked to pick anonymously the best and the least effective teachers in each building,

* *Adapted from "Incentive Pay Plans for Teachers Do Work," Illinois State Chamber of Commerce, 20 N. Wacker Dr., Chicago 6.*

Details of several successful merit rating plans for teachers reported in a special study made by the Illinois State Chamber of Commerce. This sampling reveals features of worth in proven programs aimed at recognizing and rewarding superior teaching.

according to the above "position analysis." An extremely high degree of unanimity was found between teachers and administrators in this evaluation. An anonymous evaluation, then, of specific teachers by all teachers proved to the Summit staff that, if the job is clearly defined and realistic standards of performance are established, reasonably competent raters can pick superior teachers with unusual accuracy. It also proved that their rating scale does discriminate in the identification of superior and of less efficient teachers.

Principals and department chairmen confer with teachers several times during the year. Superintendent R. S. Reed visits each teacher every year. Comparisons of observations and ratings are made after which a composite rating is given. Following this, a conference is held with the teacher in order to familiarize her thoroughly with the evaluation. After the teacher has been in Summit four or more years, discretionary money is awarded to the superior teacher.

CHARACTERISTICS OF SUCCESSFUL PLANS

- The great majority of plans makes use of some definite **evaluative tool** or set of criteria to aid in determining outstanding service.
- The **criteria** used to identfy superior efforts are develop co-operatively with the teaching force having a major responsibility in this development.
- Adoption of a plan is accomplished only after careful **consideration** and then with at least a experimentive attitude by the teaching staff.
- At least initially, most incentive plans are built into the **basic salary schedule** and are subject to periodic revision and analysis.

Ithaca, N. Y.

Classroom teachers in Ithaca, N. Y., feel that their expectations of higher salaries should be contingent upon their doing a better job. After ten years of experience with a promotional program in the local teachers' salary schedule, the Ithaca board of education and teaching staff accepted this principle and have made some important improvements in their program which was first adopted in 1947.

Each year the school principal completes an evaluation of his teachers, making use of the teacher's personal service record, the supervisors' or consultants' reviews, and the principal's own supervisory observation. Actual evaluation is reported on a form which summarizes in detail under two major headings: "Direct Services to Pupils" and "Teacher Qualities and Growth." Ratings are given from 1 down to 5 in degree of excellence.

Under the classification of "Direct Services to Pupils," *teaching ability* is divided into 17 descriptive classifications (such as knowledge of subject matter, preparation, attention to individual needs) each being rated. *Classroom management* recognizes physical and emotional well-being of pupils, rapport, appearance of classroom, etc. *Contribution of teacher to school program* analyzes teacher participation in various activities such as faculty committees, extra hour supervision and student organizations.

"Deliberately Subjective"

Under the classification of "Teacher Qualities and Growth," *personal qualities* are broken down into 16 descriptive classifications, each being rated. They include professional attitudes and traits of character. *Professional growth* is also analyzed to show advanced preparation, participation and leadership on the part of the teacher.

A teacher receiving an over-all "1" rating is considered to be at the highest level of quality and degree of efficiency and is entitled to achieve the 11th and 12th levels of the salary schedule. A "2" rating indicates high level of quality and qualifies the teacher to promotion to the 9th and 10th salary levels. A teacher with a "3" rating warrants appointment to the continuous service staff. Teachers with lower ratings are not so appointed or are not recommended for reappointment.

Superintendent of schools W. L. Gragg has made a definite point that the Ithaca evaluation plan is deliberately subjective. He and the teachers who devised the program believe that complete objectivity in teacher evaluation is impossible.

Grosse Pointe, Mich.

The Grosse Pointe principle is one of "earned increments." The present professional growth program began five years ago and, after a two-year trial period, received a 90 per cent vote for continuance by the staff.

To advance within the schedules, which have four classifications according to amount of training, staff members are expected to meet at least one of the following each year: (1) Completion of a regularly approved college course; (2) Participation in a workshop or other practical course sponsored and financed by the board of education; (3) Service on professional committees outside of school hours; (4) Approved work experience once in two years; (5) Travel warranting educational and cultural values; and (6) Participation in other outstanding community, state or national service, committees or programs.

"Earned Increments"

The last criterion listed above and other professional work are reviewed by an evaluation committee consisting of four elementary and three secondary teachers.

A supermaximum step is granted to professional staff members who have been at the maximum and have earned an equivalent of four semester hours of college credit over a period of three years. To retain this status, four additional hours must be secured during the next three years.

The salary program was developed democratically through co-operative consultations involving both laymen and professional educators. The schedule is expected to contribute to an improvement in the quality of service tendered through heightened morale among employees. Work of all employees is evaluated in writing at specified times.

Plan the Policy Handbook for the Future

In Glen Ellyn, Ill., the school board and the administration added a vital new dimension to their revised school board policy handbook...

Handbooks of school board policy are not new in Glen Ellyn, Ill. The handbook that governed the operation of the Glen Ellyn schools in 1897 included certain rules and regulations similar to those which may be found in the district's recent completed policy guide. The major difference between the two handbooks is the concept underlying their objectives.

The Glen Ellyn board in August, 1956, began what appeared, at that time, to be the routine task of assembling rules and regulations governing the various phases of school operation. Eighteen months later the board had compiled a document far different from that originally intended.

The original objectives of the handbook were: (1) to pull together and clarify existing school board rules and regulations; (2) to develop rules and regulations in those areas where none existed; (3) to provide the administration through school board policies the essential bases and support for effective operation; and (4) to disseminate school board policies to all concerned with the operation of the schools.

A fifth objective and, in the minds of the board of education and the administration, the most important goal did not develop until the policy handbook began to evolve. That objective was to give direction and stimulation to the school system in the future while regulating the operation of the existing school system.

The Glen Ellyn board considers its primary function to be that of policy development. It delegates the function of administering board policies to the superintendent of schools. This delegation of the administrative function requires the board to assume the responsibility of evaluating the effectiveness of the execution of school board policies. Effective evaluation by the board requires a continuous appraisal of the results of the educational policies as well as the processes by which the policies were administered.

Evaluation, by its very nature, encourages planning for the future. Merely regulating existing practices seldom points to future needs. By failing to evaluate current practices, therefore, boards may be minimizing their most important function.

The Glen Ellyn board believes:

1. Written policies provide the board bases for the evaluation of the existing school program and for the encouragement of sound planning for future needs.

2. Rules and regulations growing from a policy should be critically evaluated in order to determine to what extent they reflect the intent of the policy.

3. Continuous study and revision of school board policies is necessary in order to provide stimulation and direction for future development of the school program.

The Glen Ellyn board of education of 1897, in developing its handbook, was nearly a half century ahead of its time. The chief value of the handbook, however, was as a control instrument for operating the schools in 1897. Rules and regulations, although necessary for the operation of a school system, must grow out of policies that encourage and give direction to a developing program of education. The development and evaluation of this type of policy is the primary challenge of school board membership.

This article, the co-operative effort of the Glyn Ellyn, Ill., board and administration (shown above working on the manual) is based upon their experience. Members of the board include: Rowland Davis, president; Dwight Deardorff; Margaret Downey; Victor Nelson; Grace Olander; Foster Rinefort. William M. Hadley is superintendent.

The Decorah, Iowa, schools provide an accelerated **science and mathematics** program for mentally advanced students. Suitable for smaller high schools, this **enriched curriculum** is how they are —

Providing for the Mentally Advanced

JOHN E. CLINE and DAVID C. SMITH

The launching of Sputnik caused the American people to question the courses that are being offered in our secondary schools. Our boards of education have become aware of the need for an adjustment in the secondary school curriculum and are directing their school personnel to review the high school program.

In the Decorah, Iowa, school system, however, there was pre-Sputnik concern about the challenge of changing times to the high school curriculum. In November of 1956, we began seeking an answer to the challenge.

Aware of the problem of meeting more effectively the needs of mentally advanced students, Decorah's administration triggered the development of a plan that would add *depth* to each area of the curriculum. Utilizing consultative services of college personnel, faculty research committees analyzed all available testing data, examined thoroughly the academic abilities of the students, and made recommendations for the program in the light of conditions peculiar to Decorah.

After the curriculum plan has been formulated, the next step was to select the students who would profit most from the plan. The staff of the science department formulated an achievement test which proved to be very reliable in the selection of students. Norms are now being prepared for this test. The Iowa Tests of Educational Development, which are a part of our regular testing program, were carefully applied to each student. The cumulative records, showing intelligence test results, reading test results, and the academic record of each student, were analyzed in the selection of the students. Each student so selected was personally interviewed to establish his interest in the program.

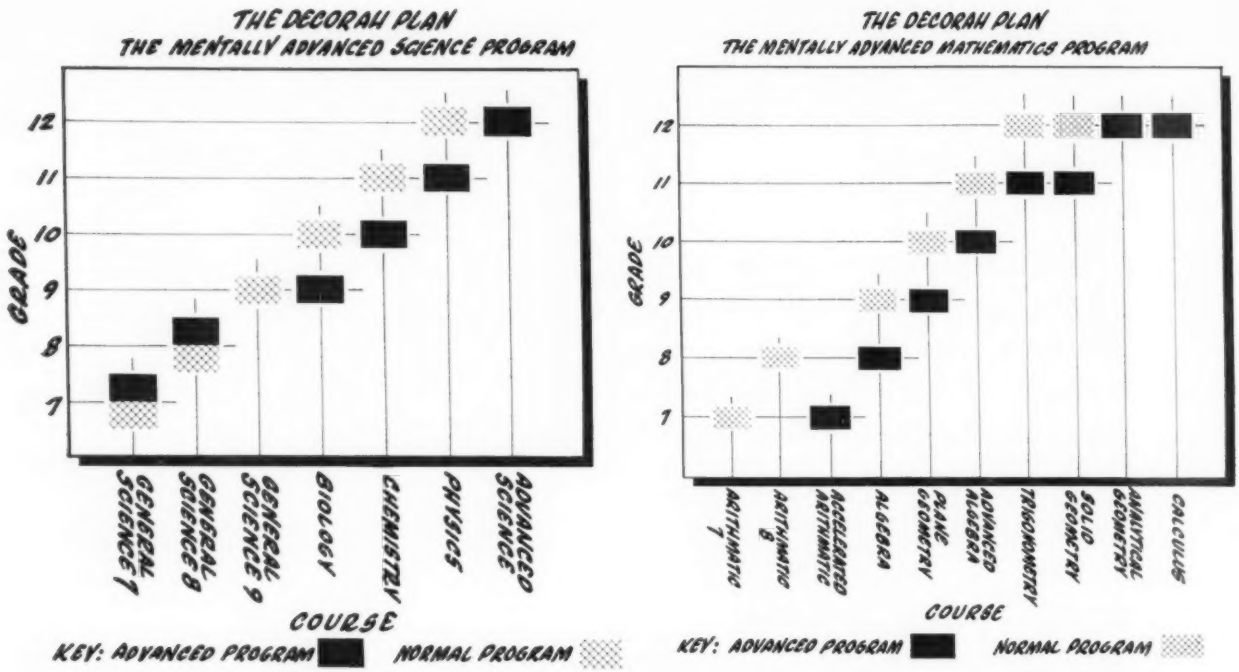
Enriched Science Curriculum

A thorough analysis of the results of the tests administered to the eighth-grade students in the system revealed that some students had a knowledge of general science comparable to the average student who had completed ninth-grade general science. Further study revealed that these students were mentally advanced, and that they obviously would gain little from a study of the required ninth-grade science course. The test results also indicated that students with less ability did gain appreciably from the ninth-grade science course.

The eighth-grade students from the selected group, who elected to follow the enriched science program, enrolled in biology in the ninth grade. Everyone concerned has been encouraged by the success of the students in the enriched program. The success of the students with this course assured the faculty and administration that they could advance into chemistry next year. The chemistry course — in a constant state of revision to keep pace with technological advances — to be taken by the mentally advanced students is the same program that is followed by the students currently enrolled in the general academic program at the eleventh grade.

The students who continue to follow the enriched course of study enroll in physics at the beginning of their third year in high school. If they are also enrolled in the mentally advanced mathematics program, as most of them are,

Mr. Cline is superintendent of schools at Decorah, Iowa, while **Mr. Smith** is principal of the community's high school.



Graphs illustrating the relations of the advanced and normal programs in the Decorah, Iowa, science and mathematics plan for mentally advanced students. The accelerated curriculum provides added courses in senior year of high school for "advanced science" and combination "analytical geometry and calculus."

they have completed the study of mathematics through advanced algebra. This enables the students to integrate these two courses.

In the fourth year mentally advanced students take an "advanced science" course — which is divided into biological science and physical science. Each section of the course is taught by an instructor who has had extensive training in the biological sciences and the physical sciences, respectively. This science program is comparable to the survey courses usually offered in the first year of college, which enable the college to increase the *depth* of its program.

The Field of Mathematics

The study of mathematics revealed that, if we were to satisfactorily enrich this program, it would be necessary to select students entering seventh grade. This means that the elementary school teachers must carefully analyze and assist in the selection of each student for the program.

Students who elect to participate in the program must demonstrate superior achievement in basic artithmetic skills from the third grade through the sixth grade. The test scores of selected students must be in the upper quartile of all students. They must be favorably evaluated by their teachers and must have a genuine interest in mathematics.

The program begins in the seventh grade with an intensive course designed to review all fundamental mathematics operations, including taxation, insurance, etc., The mentally advanced student requires less drill than does the average student and can absorb the same material in less time than is usually required.

Further research, through testing and individual counseling, indicated that the mentally advanced students were ready for the study of algebra. This group of mentally advanced students taking first-year algebra in the eighth grade proceed beyond the level of achievement usually found in the first-year course in algebra.

The next step in the mathematics program for the mentally advanced student is plane geometry. This group of superior students can explore complex geometric propositions and proofs. While advanced algebra is one of the most difficult mathematics courses confronting the high school student, this course is taken in stride by the more mature, mentally advanced tenth-grade pupils.

The courses generally taught to seniors are taught to the mentally advanced juniors. During the first semester the pupils study trigonometry; during the second semester, solid geometry. These courses are more intensive than usual because of the ability of the students enrolled.

The mentally advanced program provides an opportunity for the students with ability to receive an additional year of preparation in mathematics while they are in high school. The senior year of mathematics provides the mentally advanced children with instruction comparable to that found during the first year of college. This course includes one semester of analytical geometry and one semester of calculus. The mathematics provided in the Decorah plan should enable these boys and girls to begin college mathematics on the sophomore level. It is obvious that this plan will enable the colleges to increase the *depth* of their mathematics program.

As we evaluate our program at this time, we find that the school officials and the people of the community are well satisfied with the progress that we have made.

Before you plan your summer schools, take time off to answer these—

Basic Questions on Summer Schools

WILLIAM J. FITZPATRICK

Associate Professor of Education, Seton Hall University, Newark, N. J.

Why do we have summer schools? The answer to this question may be developed from the point of view of the pupil, the community, and the teacher.

Summer school can be the avenue through which a student has the opportunity to progress to his maximum capacity. This progress may take the form of remedial instruction, advanced study, enrichment courses, recreational activities, or summer-school camping.

The community naturally profits from whatever is done for young people by way of a summer-school program. In addition, the summer plan directly influences the adult members of the school district by way of community service activities, such as band concerts, driver-education and other courses, and use of the school library, shops, cafeteria, auditorium, and pool. This year-round program in the schools makes it the focal point for the community and enables the school superintendent to point with pride to a community-centered school with full utilization of school plant and personnel.

The kind of summer program desirable for your community should be dependent upon the nature of the locality. It is advisable to make a study of interests, attitudes, and needs before proposing or inaugurating a new summer school plan. Working with your staff and community, you will be insured of co-operation in regard to the "Curriculum and the Cost."

A check list of important thoughts on the planning of summer schools—

Q. Does your program rest on the initiative or talents of just one member of the administration, staff, or community?

Seek planning from representatives of the community, students, teachers, and school personnel.

Q. What will be the actual cost to the taxpayers for the operation of the proposed summer program?

In terms of the increased pupil and community betterment, it is impossible to estimate the saving of natural and human resources. The greater efficiency in terms of utilization will be reflected in the improved status of education in the district, the professional preparation and economic status of teachers, and the economy of school plant on a full-year basis as a part of a community-centered program. The cost will then be explained in terms of the service to be rendered.

Q. Do not people choose teaching for a career because they want their summer vacations to extend two months?

Few teachers are on vacation the entire summer. Teachers more often spend their summers in professional preparation in attendance at university courses, in educational travel, or working at positions of "low-pay" status in order to augment "low professional" salaries. There is a career-teacher plan in operation in some school districts, which has enabled teachers to raise their salaries and advance in the profession through attendance at university courses (in-service and campus).

Q. Why are schools trying to take the child away from the home and the influence of his parents?

The school is only an auxiliary or helping agency which has been delegated authority to teach young people through the mandate or will of the voters. Schools do not deny the right of parents to act as the primary agent in the education of their children. However, due to the technical nature of the world in which we live, the science of learning, and in respect to an economy of time and effort, the schools seek to supplement the teaching of the home. If summer school attendance is voluntary, there is no compulsion on the part of parents to send the child to school. On the other hand, the school will be rendering a tremendous service to those parents and children, who desire to avail themselves of an organized program that is meant to remedy inadequacies, accelerate progress, enrich, or serve in the area of recreation.

(Concluded on page 83)

Overhaul Your School Insurance Program!

CLIFFORD F. HOLLER

For a good insurance program—one that spends less money more effectively—investigate this inventory of money-saving clues, and review your program to see which apply in your district . . .

One of the most important pieces of school business, yet one of the most often overlooked, is the school insurance program. Our state governing bodies place the responsibility of protection of school property and people squarely upon the shoulders of the board members. Nothing short of a sound, sensible, and economical program should be adopted.

The Good Insurance Program

The good insurance program is one that has been gone over with the proverbial fine-tooth comb. It is a program in which items that have been accepted year after year just because "it has always been that way" have been reviewed with special thoroughness. The committee to analyze the program should include the school superintendent, or his assistant; the business manager, if you have one; one or more members of the board with some knowledge of insurance through experience as a general agent or as businessmen; and two or three unbiased insurance men who have an interest in the school system and the taxpayers.

Fire Insurance

A proper procedure to review your fire insurance policies would include these steps:

First, make a list of your fire policies, showing amounts covered, expirations, agents, and premiums. After totaling you know the amount of this type of protection you have on your buildings and contents, how much premium you have to place in your budget each year, and also how you are treating your local agent premium-wise.

Before proceeding further, make sure that each policy has the popular extended coverage endorsement attached because this includes coverages for wind, hail, explosion, falling aircraft, smoke from the faulty operation of a heating or cooking unit, riot, and civil commotion. In many locations there are more losses paid under this endorsement than under the fire insuring clause. Make sure that the $50 deductible clause is applied to wind and hail losses. A lot of tax money is being wasted if it is not, because in the total picture you will be paying several hundred dollars for this $50 worth of insurance.

Next, check if you have too large a premium load in any one year. If so, note how much can be moved into a lighter year. This should be done immediately by endorsement or rewriting.

Now examine the term of years for which each policy is written. Your best bet is the five-year policy because it is written at four times the annual rate, whereas a three-year policy is written at two-and-a-half times the annual rate. You will readily see this is a worthwhile saving. If you do not now have your fire policies on the five-year plan, the insurance men on your committee will show you how easily this can be arranged and effect some immediate, extra dollars in your budget.

The Coinsurance Clause

Be certain that the amounts of insurance are adequate to comply with the coinsurance clause. This clause states that you agree to insure your property up to 80 per cent or 90 per cent of its *"cash value" for insurance purposes*. What is cash value? It is the cost of restoring the property to the condition it was in immediately preceding a loss, less depreciation. You do not have to include in this excavations, landscaping, foundations, or values under the ground, such as sewer, power, and water lines.

Naturally a board of education is in no position to set this value. Some insurance companies do provide this service free of charge but will not guarantee their figures. There are several responsible appraisal firms who make a business of this service and it is wise and reasonable to employ them. Their figures stand up in court.

For the district having more than one building, it is suggested that the "blanket" form of insurance be used. This type of policy groups all the buildings of the district and their contents, under one form. (This does not mean you can have only one policy; it means you have only one "type" of policy and one average rate instead of listing all the buildings and their values and many rates.) Under this form, if one item is underinsured you will not suffer because of underinsurance as long as the total insurance is sufficient. This is accomplished by filing your values with the local rating organization.

Builders' Risk

If you are in the process of a building program, you will naturally want "builder's risk" insurance which covers the risks described above while the buildings are under construction. You should, however, instruct the writing agent to include vandalism and malicious mischief in the coverage. The cost is negligible and the contractor, who should be named in the policy, will be glad to pay the difference in premium because he can buy this type of protection separately. It is available only if attached to the builder's risk policy which is usually the obligation of the owner. Ask your architect whose obligation it is in your particular case. After

Clifford F. Holler is the senior member and a past president of the Tonawanda, N. Y., board of education, and the founder of the Clifford Holler Insurance Agency there.

the job is completed, discontinue the vandalism and malicious mischief coverage. It is then a waste of money considering the over-all picture. In no case is glass damage covered under this endorsement.

Finally, sort the fire policies as to expiration with the first to expire on the top. This makes for easy checking when the renewal arrives.

Liability Insurance

Arrange your remaining policies according to expiration so that, after you have examined them as to title and coverages, they can be placed in their proper expiration position among the fire policies.

We now move to the complicated field of "liability" insurance. This type of protection covers the "legal" liabilities of the board with respect to the ownership and use and maintenance of their properties, including motor vehicles, equipment, etc.

Only one type of general liability policy should be considered. It is the "comprehensive" policy which covers the *known* exposures to loss as well as the *unforeseen* hazards that do not exist at the time the policy is written. In many areas this much better form will cost as little as $20 more. Be sure to include your motor vehicles in this same policy, both for convenience' sake, and the sake of a further savings through "premium discount." Discounts begin when the total premium is above $1,000 annually, and the larger the premiums are, the higher the rate of discount is. You can also include comprehensive fire and theft and collision coverage on motor vehicles in this policy. By no means have more than one policy on these various vehicles. You would be throwing money away on "minimum" charges per policy and losing possible discounts. You may be paying a minimum eight dollar charge on one of the older vehicles, whereas it could be added to an existing policy for a matter of pennies.

Are you buying coverage on your motorized equipment such as tractors? If so, cancel it out and ask for a return premium for several years back. Vehicles not licensed for highway use are covered "for free" under your general liability policy.

Don't rely on the old-fashioned basic liability limits such as $5,000/10,000. Juries are awarding surprisingly high sums these days. Increased limits cost little more and may save your district many dollars in years to come.

Liability Indorsements

Your liability policy may also be improved by adding the so-called "occurrence" and/or "personal injury" endorsements. Either or both may be obtained for a very small additional cost, and if for no other reason, may be of great value to the "peace of mind" of board members:

1. On an "occurrence" basis rather than "caused by accident" basis. An example of an occurrence which would not be considered an accident is the failure to provide proper heat in a building.
2. For "personal injuries" (other than bodily injury, as defined in the policy)

Example: Injury caused by libel, slander, false arrest, and *mental anguish*.

(Mental anguish is underlined because many of us can recall cases within our systems where an employee has come mighty close to nervous prostration and breakdown. Costs of defending such a case can be avoided by proper insurance protection suggested above. The cost is about one per cent of your liability premium.)

Another valuable insuring clause that can be inserted into your contract of insurance is "products" liability. This is a must if you serve food which may be consumed off the premises. In many states "on premises" consumption of food is covered by your regular liability policy. The cost of including the off-premises consumption is so small you should consider adding it. The usual cost is something like two dollars per location for basic limits.

Finally, check to see if your policy includes "nonownership" liability to protect the district against liabilities imposed by law for operation of motor vehicles *not owned* by the district, but used on district business. Examples would be use of personal cars by employees of the district on occasional school business, such as coaches, administrators, and even teachers. This is an all-inclusive coverage with the exception of *donated* driver-training cars which should have specific protection.

There are still other kinds of liability policies less commonly known and less needed than those described. Ask a reliable agent to tell you about "Owner's Protective," "Contractual," and "Contingent" liability, especially if you are in the process of a building program. They can advise you, along with your architect, as to your needs.

Boiler Insurance

Perhaps the least understood of all school policies is "boiler" insurance. That apparatus that keeps you comfortable is not only a "boiler"; it is also speaking strictly in insurance language, a furnace, hot water tank, motor, air compressor unit, and miscellaneous gadgets. You insure them specifically.

IN REVIEWING YOUR INSURANCE, CHECK THESE POINTS —

Fire Insurance —

1. Be sure all your policies have the **extended coverage** endorsement for wind, hail, explosion damage, etc.
2. Make sure the **$50 deductible clause** is applied to your wind and hail extended coverage endorsements.
3. Use the **five-year plans** which are written at four times the annual rate (the three-year plan is written at 2½-times the annual rate).
4. Investigate the **"blanket" form** of insurance for all your building and their contents.

Liability Insurance —

1. In your **comprehensive** policy, cover **known** exposure to loss, as well as all **unforseen** hazards.
2. Have only **one** policy cover all your vehicles for comprehensive fire and theft and collision coverage.
3. Cancel coverage on **motorized equipment** (tractors) not licensed for highway use and ask for back premimums; they are covered "for free" by your policy.

Surety Bonds —

1. Carry only those **school employees** who handle large sums of money (treasurer, tax collector, clerk).
2. Demand a **contract** and **"faithful" performance bond** for each contract you let during a building program.

Burglary Insurance —

1. Purchase a policy only on your **safe**, and then make sure the cash goes into the safe . . . and it is locked.
2. Make sure you are **getting maximum coverage** for each location at a reduced premium for additional areas.

That is, the *items* you want insured must be described in detail in the policy. This is such a complicated coverage that again you should have it explained to you by a "boiler man" from a reliable company, ***not*** by an agent who insured your boiler and machinery.

There is a *limited* form which covers the district for liability and property damage (even to your own property) caused by a sudden and accidental "tearing asunder" of the boiler or any part, caused by pressure of *steam or water*. Understand we are not speaking of "furnaces." A *boiler* is that portion of the heating plant wherein water is heated or converted into steam. The *furnace* is that portion in which fuel is converted into heat.

The *broad* form, as the term indicates, provides more coverage for more premium dollars, and only a personal study can determine what is best and most reasonable for the district. Remember that the extended coverage endorsement on your fire policies covers explosion damage to your buildings and contents, with the exception of those occurring in *steam* boilers. Bear this in mind when determining the amount of boiler insurance you purchase.

If you have reserve boilers in any of your buildings, insist that no charge be made for them while out of use, but be sure you notify your agent before you put them back in operation. Many dollars have been wasted through this oversight.

Workman's Compensation

Workmen's compensation insurance, although not compulsory in many states, is wisely carried by most districts. It would be very wise to investigate your costs. Some districts are saving up to 25 per cent of their premiums by utilizing state insurance funds. There may be some objections to state funds, but a 25 per cent savings is a powerful recommendation, and there is perhaps no safer way to save a large sum in your budget.

A last word on compensation insurance. Check your audits. The premium is based on your annual payroll and the amount of payroll for which a premium may be charged is limited by law. Auditors are human and are known to make errors, but school people can't afford to pay for those errors. The same checking should be made on your annual liability audit. Most states apply a rate per pupil on the ADA basis. Many times the auditors don't understand this and charge you for your total enrollment. It makes a big difference in premium paid. Let's not throw this money away either!

Surety Bonds

Surety bonds, which guarantee that a school employee will faithfully perform his duties and honestly account for and pay over funds and property that come into their possession, should be carried, it seems, *only* on the treasurer, tax collector, and clerk. A board can waste a lot of money bonding other employees who handle little or no money and have no desire to abscond with a few reams of paper or a gallon of liquid soap.

If in the process of a building program, you will, of course, want a bid bond submitted with each bid, and a contract or performance bond for each contract you let. This type of bond guarantees the faithful performance of the contract and frees the board and taxpayers of the chance of perhaps "paying twice" for one job.

Burglary Insurance

Like boiler insurance, "burglary" is again a technical cobweb. Is burglary robbery? Is robbery theft? Are any of them "kidnapping"? And what is "hold-up"? In these insuring clauses you find such restrictions as "felonious taking of" . . . "visible evidence of entry" . . . "use of violence" . . . and other fantasies of the policy writers.

Here again the best advice is to "cull out" the excess baggage and purchase only a safe burglary policy. Make sure the cash goes into the safe . . . and lock it!

Make sure you are getting the *maximum* coverage for each location at the *minimum* premium and that you get a *reduced* premium for each location in addition to the first. It is known that one school district could have had four times the coverage they actually did have for the same premium. This was discovered *after* the safe was burglarized!

Fringe Policies

Now for the "fringe" policies, nearly all of which can be done without: (1) "floaters" on band uniforms, band instruments, cameras and projectors, athletic equipment; (2) honesty blanket bonds; and (3), if you have several motor vehicles, collision insurance.

With the exception of the last mentioned, you could suffer a total loss on any one of the above without great financial loss. Besides, the risks of fire and extended coverage are already included in your standard fire insurance policies. If you must be convinced, total up the premiums you are paying for these "fringe" policies, and weigh them against the amount for which you are insuring any one of them. You will find that the investment has been almost foolish. Remember that insurance should be purchased for the unpredictable catastrophe; not for every minor risk just because an insurance agent says it is insurable!

If you feel as though you should have collision insurance on your motor vehicles, then purchase it only with *large* deductibles. Investigate and you will be surprised at how much money can be saved year after year.

Student Protection Plans

Confusion abides within our ranks when we speak of the popular one or two dollar student protection plans. Whether legal or illegal, three points should be made:

To the best of our knowledge, all claims are being paid promptly and with the minimum of investigation. The companies seem to be taking the word of the individuals concerned: that is, the administrators, the doctors, and the claimants. Payment of these claims which occur on the school premises, or in athletic or physical education participation, are saving taxpayers' money as many systems meet the expenses at least on an emergency basis. Your liability policy is written on an "experience" basis, consequently these claims never reach your liability insurance carrier and are therefore not charged against your experience. Pressure on your athletic funds is especially eased. Many a family would find it a great hardship to meet these expenses from their limited funds.

It is a very worthwhile plan and let's hope that soon it can be sold "over" the counter in every one of our schools, as it has not proved to be a "money-maker" for the insurance companies but a public service offered and serviced by the companies and the local agents. A bill has now been approved by the New York state legislature legalizing such a plan.

State Rate Reduction

Now for important rate reductions recently introduced in New York and many states for school buildings and their contents.

The extended coverage rate has been reduced as much as two-thirds on fire resistive schools. In order to benefit by this reduction you must have your policies amended to show the new, lower rate.

The fire insurance rates have been reduced by as much as 25 per cent. *Do not wait* for current policies to expire in order to take advantage of the biggest rate reduction in many years. Today is the day to ask for these return premiums back to the date that they became effective!

"Proper planning" created a functional, attractive plant... economically—

The Mandan Senior High School

W. L. NEFF

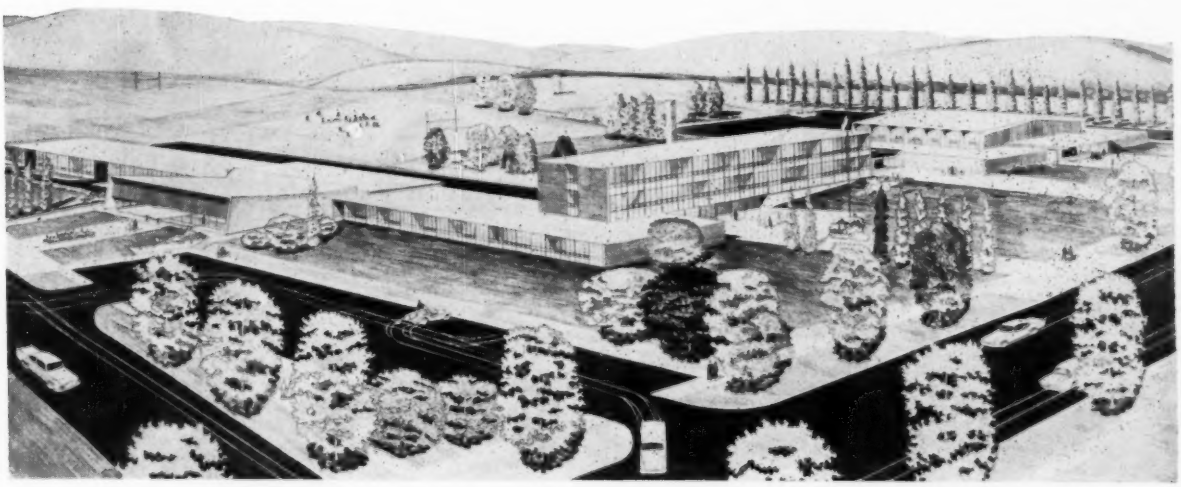
Superintendent of Schools,
Mandan, N. Dak.

As part of the current hue and cry against the use of "frills" in school building programs, a recent magazine article condemned the construction of educational "palaces" costing as much as $25 a square foot.

No one can argue, of course, in favor of genuinely excessive costs. However, rejection of handsome appearance and facilities which make school-going an enjoyable experience is not essential to achieve lower building costs.

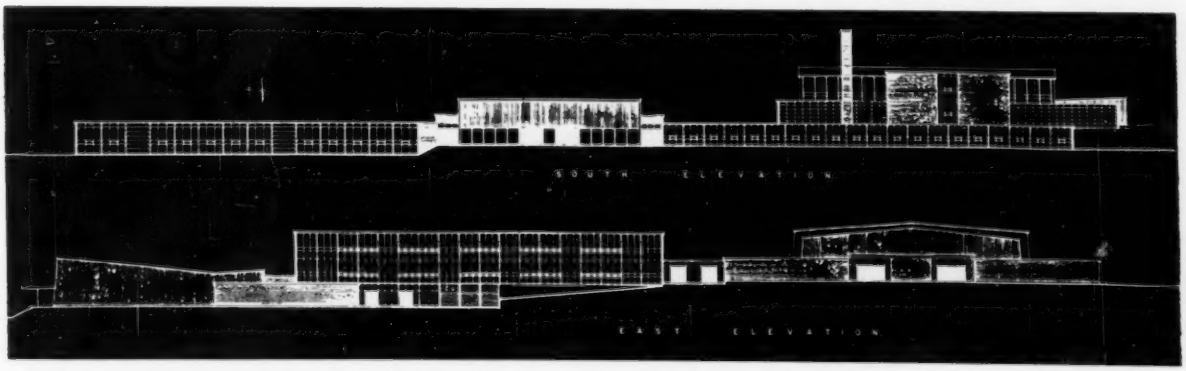
We feel that the new Mandan Senior High School stands as evidence that there is another side to the coin — a side which demonstrates that with proper planning these good looks and desirable features do not have to be sacrificed to economize financially.

When our students began attending the

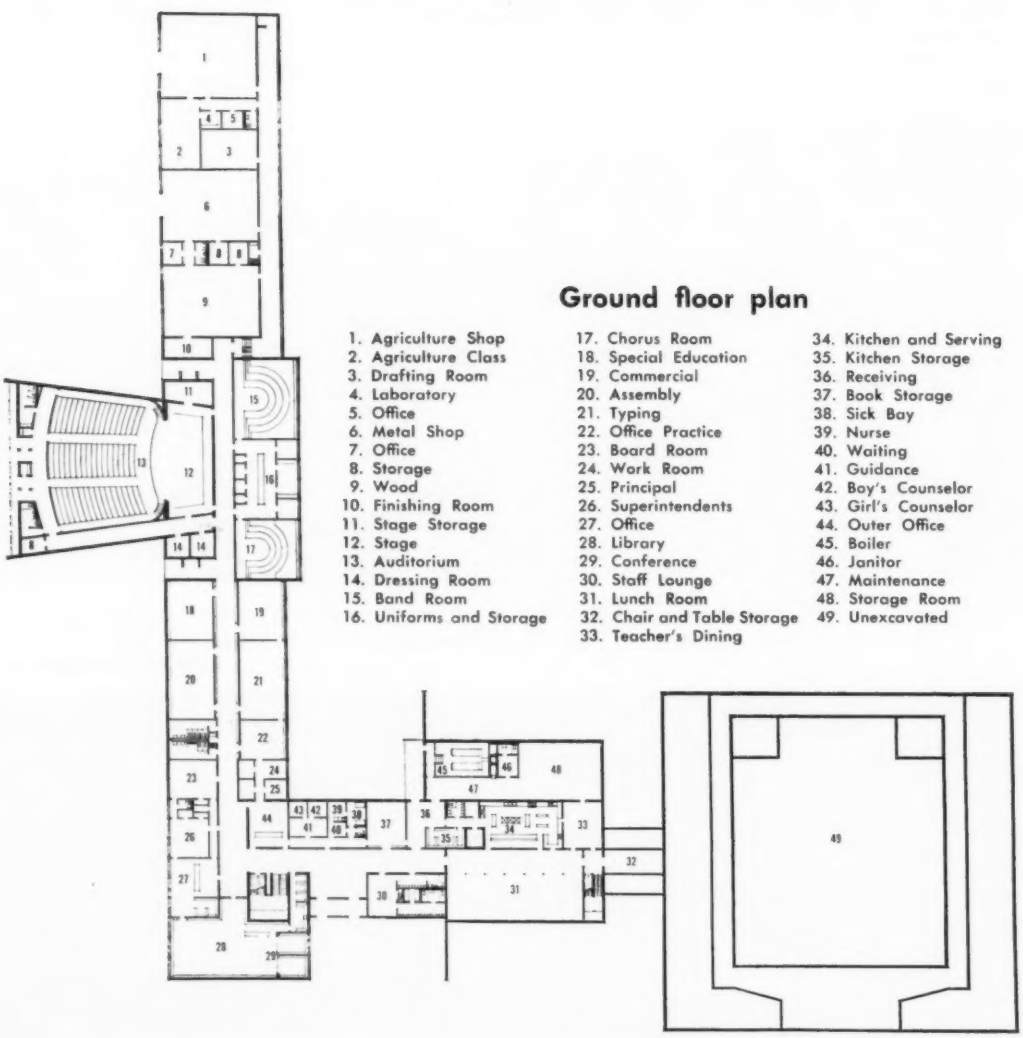


A perspective and elevation sketch of the new Mandan, North Dakota, senior high school — Foss and Company, architects, Fargo-Moorhead.

— Photographs courtesy American Seating Co.

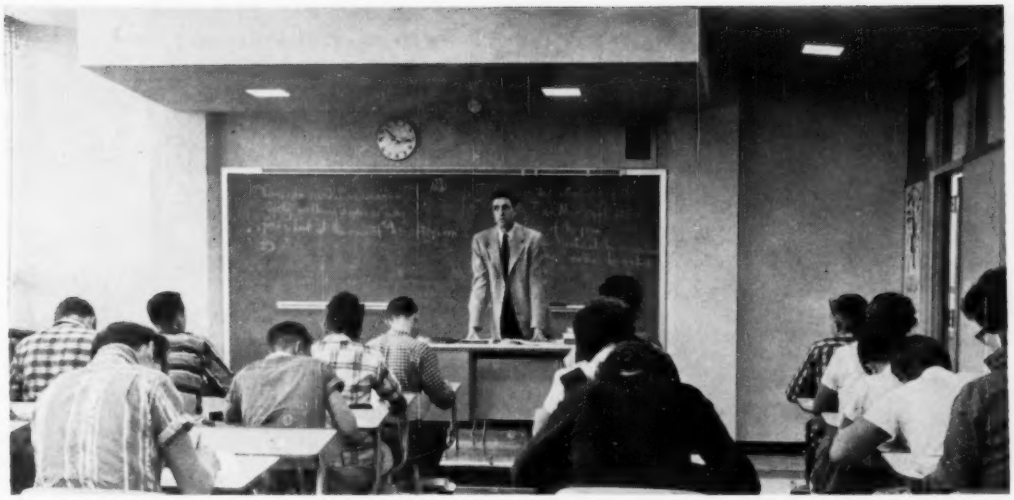


The "assembly room" of the new Mandan, N. D., high school, used for study periods. Larger desks are used so that adults will be comfortable when they meet in the evenings for PTA meetings.

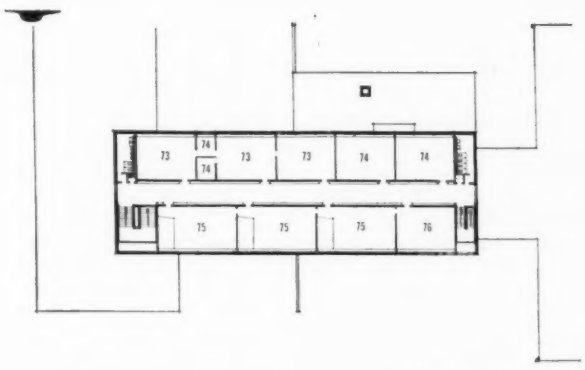


Ground floor plan

1. Agriculture Shop
2. Agriculture Class
3. Drafting Room
4. Laboratory
5. Office
6. Metal Shop
7. Office
8. Storage
9. Wood
10. Finishing Room
11. Stage Storage
12. Stage
13. Auditorium
14. Dressing Room
15. Band Room
16. Uniforms and Storage
17. Chorus Room
18. Special Education
19. Commercial
20. Assembly
21. Typing
22. Office Practice
23. Board Room
24. Work Room
25. Principal
26. Superintendents
27. Office
28. Library
29. Conference
30. Staff Lounge
31. Lunch Room
32. Chair and Table Storage
33. Teacher's Dining
34. Kitchen and Serving
35. Kitchen Storage
36. Receiving
37. Book Storage
38. Sick Bay
39. Nurse
40. Waiting
41. Guidance
42. Boy's Counselor
43. Girl's Counselor
44. Outer Office
45. Boiler
46. Janitor
47. Maintenance
48. Storage Room
49. Unexcavated

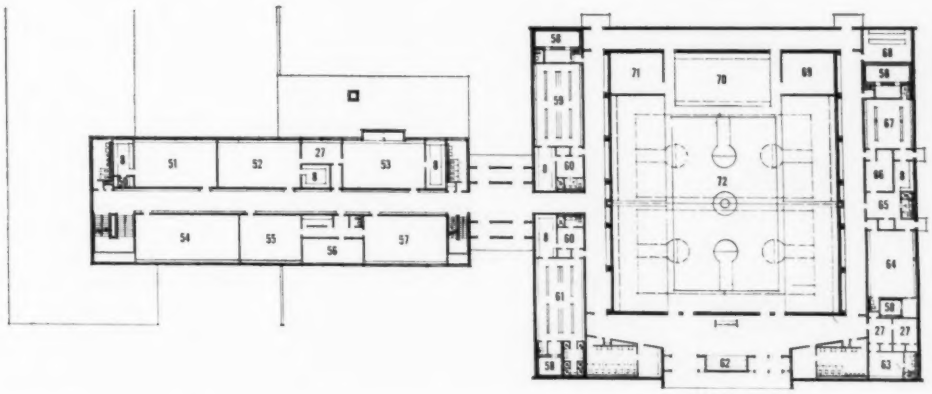


An English classroom, with a stage effect created by a drop ceiling and a raised platform for use in dramatizations. The school's auditorium is a part of the future construction program for the district.



Second (above) and first (below) floor plans

50. Dark Room
51. Physics
52. Chemistry
53. Biology
54. Art Room
55. Clothing
56. Office and Living
57. Foods
58. Shower
59. Boy's Lockers
60. Physical Education Office
61. Girl's Lockers
62. Concessions
63. Officials
64. Exercise Room
65. Coaches Office
66. Training Room
67. Lockers
68. Uniforms
69. Chair Storage
70. Folding Bleachers
71. Stage Storage
72. Gymnasium
73. History
74. Conference
75. English
76. Language



A rehearsal scene by a student group in Mandan's choral room of the school's music department. Built-in risers help to create the amphitheater effect.

new school this fall, it marked the end of the first — and major — phase of Mandan's high school building program. In approximately two years other units, including a gymnasium and an auditorium, will be added. At present, the school consists of a two-wing, split-level building of attractive contemporary design capable of accommodating 800 pupils.

This structure was completed at a cost of $777,442 including architectural fees. Thus, the cost per pupil was approximately $971. With a floor plan totaling 60,772 square feet, the cost averaged out to $12.75 per square foot.

Although these figures are low by comparison with many others encountered in school construction today, many features within the Mandan Senior High School indicate the building has not suffered because of the economy that was practiced. Nor is the very pronounced local pride in the school based only on its appearance; rather, it is based on the knowledge that this is a school capable of meeting the needs of its community.

A brief look at some of the Mandan Senior High School's design features will provide an idea of the extent to which economy was achieved not by corner cutting, but by careful planning:

Receiving Area

This unique service system permits supply deliveries of all kinds to enter through a single entrance without disturbing teachers or pupils in classrooms or corridors. Material flows from the central receiving area in five directions to adjacent storage areas, including maintenance and storage rooms, dry and perishable kitchen storage, medical rooms, and book supply rooms. The last mentioned has disbursement counters facing onto a main corridor so that materials can be distributed directly from the receiving point.

Library-Visual Aid Area

A handsome ceiling of solid light provides excellent lighting as well as fine appearance in the school library. This feature represents an important cost saving. Instead of using expensive lighting fixtures, bare bulbs are placed between the ceiling joists and the entire ceiling area is covered with corrugated plastic sheeting.

Located in the main lobby at the center of the learning situation, the library has adjoining it a workroom and the visual-aid equipment room in an L-shaped unit. The librarian is charged with responsibility for dispensing visual-aid equipment as she does books, thereby eliminating the cost of a separate visual-aid supervisor. The visual-aids room opens onto a corridor so that persons taking out equipment do not disturb library users.

Business Classrooms and Office

Flanking the principal's office are two wings of offices, one with guidance, counseling, and health service quarters and the other with commerce and business classrooms. The latter are in a line and interior doors connect them without the need for entering the corridor linking together commerce, typing, and business machines classes. The business machines room adjoins the principal's area, so that students are near the office in which they will spend several hours a week at work as part of their training. In addition, the faculty uses the business machines room to prepare its paperwork, eliminating the need for a separate room with more equipment for this purpose.

Economical Corridors

In this often-neglected school area, important economies have been achieved. A major saving was the use of student storage lockers as wall covering. Cantilevered lockers have been set directly against bare building block, eliminating the need for expensive tile or other materials requiring upkeep.

Colorful tile is used in small areas flanking each classroom doorway. Another corridor saving was the use of a suspension system for hanging the acoustical tile ceiling from metal channels so that a plaster ceiling did not have to be built. "Borrowed light" dispels customary corridor gloom and brightens the Mandan school hallways. The wall portion above the lockers consists of windows, which cost less than wall construction and admit the light entering through classroom windows.

Unitized Classroom Planning

To achieve activity flow the classrooms are arranged in a fashion typified by the science department setup, with physics, chemistry, and biology rooms adjoining on one side of a corridor. A photographic darkroom which is used in physics experiments is entered from the physics room. But there also is a corridor entrance to the darkroom so that it can be used for school journalism purposes without disturbing the physics class.

Similarly, the music department has been located directly across a corridor from the spot at which the auditorium will be built. This will enable the choral and band groups to enter the auditorium directly from the music department without disturbing other areas.

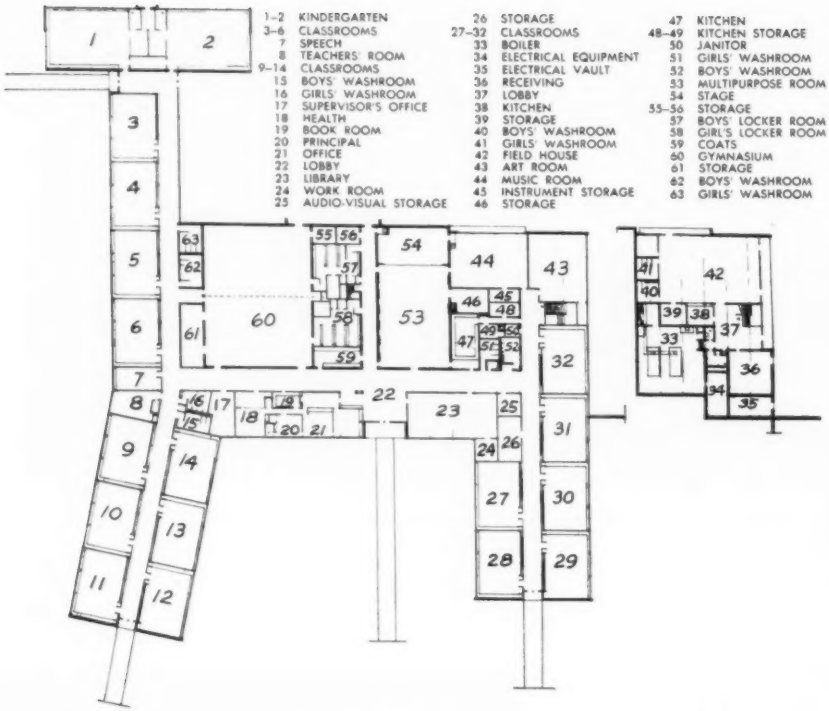
A front exterior view of the General Mitchell elementary school, West Allis, Wis. Architects for the plant were Schutte, Phillips, Mochon, Inc., Milwaukee, Wis.

General Mitchell Elementary School

Views of the kindergarten (above) and a typical classroom (below). The rooms were designed to provide adequate natural lighting, good acoustics, and ample work and play areas and storage.

E. G. KELLOGG
Superintendent of Schools
West Allis, Wis.

The General Mitchell Elementary school building, West Allis, Wis., is designed on the principle of a hub with the administration area, the gymnasium, and the multi-



purpose room at the center, and the classroom wings radiating out in different directions. The building includes 16 classrooms, two kindergartens, a library, an art room, and a music room — all on the first floor, and a fieldhouse and play area on the ground floor.

The plan of the building permits a logical separation of age groups and play areas, relating the educational and the recreational programs for the children. Entrances to the building were planned to provide separate admittance and exit for the different age groups. The kindergarten rooms, for example, have their own special entrances directly into their coat storage area.

Construction Materials

The entire structure is designed on a 12 foot, 8-inch module to simplify masonry, structural steel work, etc. Structural steel framing supporting acoustical steel decking forms the structural framework. Each of the beams is made up of a channel with a plate welded on the side to form a box section. The beams are supported by 4 by 4-inch vertical steel columns. Floor construction is reinforced concrete. The exterior is brick and glass, with steel frame windows.

The interior walls are made of lightweight concrete block. The floors, including the gymnasium, are covered with asphalt tile. The storage cabinets are vinyl plastic covered steel. They are located at the back of each classroom and at the side of the room under the windows. In the latter location the shelving unit also serves as a duct for the forced hot air. The air is distributed by means of a continuous grill under the windows covering the entire length of the classroom.

At the exterior wall of the classroom quarter-inch plate glass is used in the larger openings and half-inch double glazing is placed in the smaller openings to minimize draft on the children. Fiberglas drapes are used to control the sunlight and lend a feeling of warmth in the classroom.

For natural lighting, glass block toplighting was utilized in the classroom. This type of natural lighting provides a more effective, better controlled natural lighting in each classroom and also serves to light the corridors, thereby making them more bright and cheerful for the children.

The cost of the school, exclusive of land, landscaping, and fees, was $937,985. The total number of square feet is 64,751; and cost per square foot, $14.49.

Clothing storage areas add to value of the corridor (left); the auditorium-cafeteria (above) seats 300.

How to Select an Architect

A four-point program to obtain basic background data—

(1) Use the **AIA-NCSC "Standard Form** of Questionnaire for the Selection of Architects for School Building Projects" as a first step; (2) **Narrow field to two or three** firms and evaluate their qualifications, abilities, and temperaments; (3) Send a **detailed questionnaire** similar to the following to previous clients; and (4) **tabulate and evaluate** the data collected by the questionnaires.

BENJAMIN KLAGER

Controller, Eastern Michigan College, Ypsilanti, Mich.

One of the most important responsibilities which confronts a board of education in developing its district's building program is the selection of an architect. The importance of this is emphasized by such factors as: (1) the current rapid expansion of the school plant; (2) the higher dollar cost to produce each square foot of usable space; and (3) the architect's latitude of authority and responsibility in construction projects. In addition, it has been estimated that construction costs may increase from 5 to 15 per cent as a result of inadequate or unappropriate architectural services.

In selecting the architect a very broad base of background information should be available to those co-operating in the final selection. To avoid difficult problems during the process of construction, board of education members and their administrators should establish basic objective data which they agree is essential to their particular needs and upon which they will base their final selection.

Following is a four-point method of assimilating this basic information:

1. The "Standard Form of Questionnaire for the Selection of Architects for School Building Projects," as published by the National Council on Schoolhouse Construction and the American Institute of Architects, can readily be accepted as a first step in the process of selecting an architect. It should be considered, however, as a first step only. It indicates the interest on the part of the architect and it may provide the basic information to assist the owner to determine whether the organization is to be considered among others as generally qualified to perform the services in question.

2. After the field has been narrowed to two or three organizations the second step should be the detailed evaluation of the qualifications, abilities, and temperament of the architectural firms in terms of satisfying the requirements of the owner and the particular project in question. This process should include: (1) visits with other owners who have used the architect's services; (2) inspection of completed projects; (3) contacts with contractors and construction supervisors, etc., who have worked with the architects; and (4) discussion with those responsible for operating the completed projects visited.

3. For some the second step may be considered adequate; however, a third and more important step is recommended. The third step includes the use of a questionnaire similar to the one included here which should be directed to specific, individual owners requesting answers to specific questions. If data of this kind can be obtained from three different owners, a sufficient amount of data should be at hand to make an adequate evaluation of the architect's ability and qualifications.

4. The fourth step in the process should include a tabulation of the data collected by the questionnaire method and evaluation of the tabulated results by the board. It would then be desirable to have a conference with the representatives from the two or three "finalists." This conference should permit the architectural firm to become thoroughly familiar with the owners' expectations and the board can evaluate the results of the questionnaire by asking questions relating to specific items that may not have been answered to their entire satisfaction.

QUESTIONNAIRE ON ARCHITECTURAL SERVICES

1. Does the organization have an adequate staff of competent experienced personnel in all areas of architectural and engineering service?
   - *a*) Very adequate
   - *b*) Substandard
   - *c*) reasonably adequate
   - *d*) Seriously deficient

Remarks: .....
.....

2. Does the architect consult freely with the owner in the preliminary planning stage and provide adequate sketches to determine the structural and mechanical requirements to satisfy the needs?
   - *a*) Consults freely, receives suggestions and provides all reasonable requirements relating to these
   - *b*) Exploration of project needs and owners suggestions given consideration but treated as secondary in importance
   - *c*) Takes the attitude that the architect knows the answers and does not need further assistance

3. What is the architect's attitude toward

the new and untried in construction, equipment, or in innovations involving these items?

a) Makes a very careful evaluation and includes only those items with unquestioned merit after consultation with the owner

b) Takes the position that progress is dependent upon trying new things and that some one must pay the price of trial

c) Will try anything regardless of merit as long as it is new and different

Remarks: .....

4. In the preliminary planning stage does the architect make a very careful survey of the site, service, and utility lines and consult freely with those who have basic information relating thereto?

a) Makes detailed studying using all available sources of factual information

b) Makes decisions based upon easily available hearsay information

c) Ignores or minimizes basic factors and assumes that engineering will solve any or all problems

Remarks: .....

5. Is the design of the building, the layout, and the proposed type of construction appraised from a practical standpoint to produce maximum value for dollar expended?

a) Extremely practical, conservative, and economical

b) Moderately liberal in new ideas, other factors receiving second consideration

c) Extremely progressive, other factors unimportant

Remarks: .....

6. Does the building plan reflect attention to economy in construction and wise use of space?

a) Plan provides maximum instruction space Yes No

b) Space devoted to stairs and corridors is adequate but not excessive Yes No

c) Building orientation and natural lighting are given adequate consideration Yes No

Remarks: .....

7. After the preliminary plans are completed is a detailed check list made which indicates what structural, mechanical and electrical components will be used, how they are to be used and is there agreement and complete understanding between the architect and the owner?

a) Highly satisfactory list and satisfactory checking and agreement

b) Lists are prepared but details are not emphasized or checked

c) Such lists are looked upon as a nuisance and impractical

Remarks: .....

8. In the detailed plans and specifications does the architect incorporate ready made plans and specifications furnished by certain vendors or manufacturers?

a) Architect develops his own specifications or incorporates ready made plans with care and consideration

b) Uses ready-made plans and specifications freely and does a fair job of co-ordination

c) Use of ready-made plans and specifications is considered a legitimate method of cutting costs in his office

d) Uses ready-made plans and specifications because he favors the use of the products thus specified

Remarks: .....

9. Owners frequently have standardized on the use of certain products such as valves, controls, traps, hardware, locks, etc. Do the specifications give due consideration to these factors?

a) Architect becomes fully informed and reaches full agreement with the owner

b) Products are specified with little consideration for existing owner situation

c) Architect insists that he knows best regardless

Remarks: .....

10. Plans are clearly drawn and specifications are clearly written so that areas of responsibility for contractors, subcontractors, and tradesmen are clearly defined.

a) Plans and specifications are well coordinated between contractors and trades

b) Greater attention to co-ordination is desirable

c) Problems from poor co-ordination are excessive

Remarks: .....

11. Information to bidders regarding alternates are clearly stated and in such a manner so they will provide a maximum credit to the owner

a) Executed in a highly satisfactory manner

b) Subject is reasonably well done

c) Leaves much to be desired

Remarks: .....

12. Are completion dates and penalties for failures to complete on schedule clearly stated and in accordance with the owners instruction?

a) In a highly satisfactory manner

b) Is presented as standard routine

c) Is presented as secondary in importance

Remarks: .....

13. Is owner kept fully informed regarding changes in plans, specifications, and actual construction?

a) Is kept fully informed regarding each situation in written form

b) Owner is consulted only when change is of major importance or increased cost

c) Changes are authorized to cover up errors in plans and specifications on the theory that what the owner does not know does not hurt him

Remarks: .....

14. When lack of clarity does exist in plans and specifications or where plans and specifications are not co-ordinated properly between trades what is the attitude of the architect?

a) Assumes his full share of responsibility, financial and otherwise

b) Acknowledges shortcomings but is reluctant to accept his full share of responsibility

c) Attempts to shift the responsibility to the contractor or owner for adjustment and settlement

Remarks: .....

15. What is the quality of the field supervision provided by the architect and are his associations with the superintendent of construction and the clerk of the works and owners highly satisfactory

a) Well qualified, highly professional in his contacts, thorough, efficient

b) Compromises on many problems is inadequate

c) Poorly qualified, tries but fumbles most issues

Remarks: .....

16. When the project is completed is a detailed punch list prepared and is the project checked in the presence of the owner and contractor or contractors?

a) Satisfactory in every respect

b) Moderately well done

c) Poorly done

Remarks: .....

17. When the project is completed does the architect provide a set of plans and specifications as built showing the final status in construction, layouts in mechanical installation and service lines?

a) Provides complete connecting plans and specifications or suggestions

b) Provides plans showing only major changes

c) Expects owner to incorporate changes from bulletins, etc.

Remarks: .....

18. What services does the architect provide in connection with enforcing the provision of guarantees after the job is completed?

a) Assists in requiring 100 per cent performance under guarantee

b) Will lend assistance but takes no active part

c) Assumes enforcement of guarantee as responsibility of the owner

Remarks: .....

19. Upon completion of the project does the architect furnish a complete list of subcontractors and vendors of equipment used on the project?

a) Provides complete list as part of architect's service

b) Provides list upon special request from owner's representative

c) Refers owner to specifications or general contractor

d) Considers this service as beyond his responsibility

Remarks: .....

20. General Evaluation of Architect's Services

A SAMPLE LETTER OF INQUIRY

Date.....

To.....

Address.....

.....

Dear.....

..... is considering

NAME OF INSTITUTION

the employment of .....

ARCHITECTURAL FIRM

to prepare plans and specifications for the construction of .....

BUILDING OR PROJECT

We understand that they have been employed by your organization in a similar capacity. We are sure that you recognize the importance of making a wise selection for architectural services and trust that you will be willing to make a frank evaluation of qualifications of the organization mentioned in terms of the questions presented here.

Thanking you for your assistance in this important matter, I remain

A cost-study procedure to help you determine if your district should convert —

From Contract to School-Owned Buses

ROY A. MORIN

Transportation Supervisor, School District No. 2, Billings, Mont.

The transportation of school children can no longer be considered a supplement to an educational program. Rather, it has become increasingly necessary for school administrators to pay particular attention to their transportation systems, and thereby insure their safe and effective operation. One current problem is whether to change from contract to school-owned buses, and, if so, how.

Before a change in transportation can be initiated, two important sets of figures must be available to school administrators: (1) the comparative costs in a particular district of school-owned type transportation and of contract-type school transportation, and (2) the fund necessary to establish an adequate school-owned transportation system. Only these facts and figures will enable administrators to decide which type of school transportation will most efficiently serve their needs.

I. Capital Investment for a School-Owned Transportation Program

The first step in determining the cost of converting a contract-type school transportation system into a publicly owned school transportation system is to make a detailed study of the present system. This study should reveal pertinent data to be used in formulating plans for future changes.

1. The number of bus seats needed in the new system must be determined.
2. The size of the bus will be determined by the type and number of routes to be covered.

The second step is to select a type of bus.

1. The first decision is whether to buy the transit or conventional type.
2. Safety features should be of paramount importance.
3. Manufacturers' specifications should be studied.
4. State and local requirements for school buses must be studied. The selected bus should meet all such requirements.
5. The initial cost of the bus should be considered, but it should not be the decisive factor in the final selection.

The third step is to determine the cost of the real estate necessary for the garage site, and also the cost of garage construction.

1. The size and number of buses in the proposed transportation system will dictate the size of the storage area and maintenance area of the garage. Additional area should be allotted for office space.
2. The cost of the garage will be dependent upon the type of materials used and the style of building selected.
3. Consideration should be given to outdoor parking.
4. The cost of real estate will depend upon the size of the garage, and on current prices in the area where the garage is to be erected.

The fourth step is to equip the garage.

1. The amount of maintenance equipment necessary in a school bus garage is directly dependent on the number of school buses in the system.
2. The cost of maintenance equipment can be learned from the supply houses that sell maintenance equipment to garages.

The fifth step is to purchase the transportation system.

II. The Annual Operation Cost

The largest budget item in a school-owned transportation system is that of salaries. Personnel on the payroll would include a supervisor, mechanics, bus drivers, and office help.

1. The supervisor of the school transportation system must be paid in accordance with current school board policy and local pay rates.
2. The mechanics employed to do maintenance work on the school buses should be paid a salary commensurate with local pay scales.
3. School bus drivers will receive a salary comparable to that salary paid to drivers by individuals who operate the contracted school buses.
4. Those people working part or full time in the school transportation office should receive a salary in accordance with current school board policy.

The second largest item of annual expense is that of school bus operation. School bus operation will be a big annual expense and will demand a thorough investigation.

1. Items such as gasoline and oils can be purchased at current market rates at the time needed.
2. Unforeseen costs, like replacing a defective battery or a broken headlight, cannot be computed beforehand. It is better to compute such costs on a per-mile basis.
3. The operational costs of school buses should be determined on a bus-mile basis.

The third annual cost is that of bus depreciation.

1. The initial cost of a school bus determines the amount of the annual depreciation.
2. The expected life of a school bus will dictate the amount to be set aside each year to replace that bus.
3. The salvage value of the bus at the end of its usefulness will of course reduce annual depreciation figures.

There are several further annual costs necessary for efficient operation. They can be listed as follows:

1. Janitor and supplies
2. Insurance premiums
3. Office supplies
4. Miscellaneous garage supplies
5. Utility bills

III. The Comparison of Annual Costs

The cost of pupil transportation for a given year under contract type transportation is readily computable if adequate cost-accounting procedures are followed.

The figure(s) on the contract(s) will show the largest annual expenditure. The salaries of the transportation supervisor and of the people doing secretarial work for the transportation department should also be considered an expense to school transportation.

The cost of school transportation for a given year under school-owned type transportation can be determined by dividing the annual expenses into four main divisions: salaries, bus operation, bus depreciation, and miscellaneous. Sound accounting procedures would give an accurate total annual cost of operating a school-owned transportation system.

Application of the Working Model

The setting for this study of school transportation was School District No. 2, Yellowstone County, Mont. This district includes the entire city of Billings, as well as its suburban areas — population 60,000; school enrollment, about 10,000 in grades one through twelve. There are no rural areas to contribute to the pupil transportation problem, but there are five school bus

When considering the change from contract to school-owned buses, figure (1) the capital investment needed to buy the buses, the costs of the garage site, the garage building itself, and the garage equipment; and (2) the annual operation costs for salaries, bus operation and depreciation, and miscellaneous.

routes under the jurisdiction of, and operated by, School District No. 2 that originate in nearby rural school districts and include ninth through twelfth-grade students.

The district includes 18 elementary schools, 12 of them with school bus service. The secondary schools, consisting of two junior high schools and one senior high school, make extensive use of pupil transportation.

Almost the entire district is located in the Yellowstone Valley. Its boundaries extend both north and south of the valley to high, hilly terrain, but the mass of the population resides in the valley proper. This concentration alleviates certain school transportation problems. The present school bus routes all follow the comparatively level valley bottom over streets and roads that are 80 per cent hard surfaced. The other roads are graded and gravel covered.

Requirements for Proposed System

A detailed study of the current transportation program indicates the current necessity for providing a minimum of 961 seats to transport properly the children of School District No. 2 to their respective schools. The study also reveals that transportation would involve 19 buses in daily service and a bus in reserve for emergency service.

It seems advisable that the transit type bus should be selected for the proposed school transportation system. This type unit offers multiple safety advantages as well as long-life expectancy. The total cost for 14 55 units and 6 65 passenger units is $195,448.84.

Garage Construction and Real Estate Costs

A garage suitable to store 20 school buses and to provide maintenance and office areas would cover 19,200 square feet. The cost of such a structure, including the installation of a power hoist and an air compressor, would be $125,045. The garage would be constructed of cinder block and brick facing. The real estate for the garage site with enough additional area for parking, would cost $40,000.

Sufficient maintenance equipment to care for the 20 buses in the school bus fleet was priced at local business establishments. The total cost of such equipment would amount to $5,803.

The final expense of inaugurating a school-owned transportation system in School District No. 2 would be the selecting and purchasing of office equipment. This expenditure, priced at local firms, would amount to $1,381.

The cost of the school bus fleet, the cost of construction of the bus garage, and the cost of the real estate represent the largest expense of the proposed school transportation system. The total amount expended for these major costs plus the amount spent for maintenance and office equipment would be $367,679. It is this amount that School District No. 2 would have to invest to initiate a school-owned transportation system.

Salaries of Personnel

The salary of the supervisor of the school transportation system would be dependent upon his years of experience, his education, and his official capacity during the summer months. For the purposes of this study the annual salary for the school transportation supervisor was set at $8,000.

The proposed school transportation system would require the services of two mechanics. Their total salary, based on current wage scale, would total $7,465.

School bus drivers would receive a monthly salary of $125. Nineteen drivers would receive a total yearly amount of $21,375.

The third item of annual expense to School District No. 2 would be the placing in reserve each year of sufficient funds to replace the school bus fleet at the end of its life expectancy.

Based on an initial cost of $195,448, with a life expectancy of 14 years and an estimated salvage value of $11,000, the annual bus depreciation would total $13,174.

Miscellaneous Annual Operating Expenses

In addition to the annual cost of salaries, bus operation, and bus depreciation, there are several lesser items of expense in the operation of a school transportation system. These miscellaneous expenses would total $4,508, and can be listed as follows: janitorial supplies, insurance premiums, office supplies, utility bills, and petty cash.

The development and the application of this model plan indicate, I think, the feasibility of a systematic approach to the study of school transportation problems. Because the working model was applied to School District No. 2 under existing conditions, it may be argued that the results were unique to the district under study. But the steps indicated in the working model are flexible enough to be applied to any school district. Only after application of such a plan, or after similar considerations, may a contract school transportation system be converted to a school-owned system in an economic and efficient manner.

Installation and Care of the Aluminum Diving Board

NORMAN R. MILLER

Vice-President, American Playground Device Company, Anderson, Ind.

Whether it's a municipal, school, or commercial swimming pool, the diving board breakage problem is always one of serious concern to the pool operator.

This is the reason why so many swimming pools are being equipped with aluminum diving boards — one built to withstand everyday rugged use and to provide maximum springing qualities. Its aircraft design eliminates the torque, or twisting action, at the tip of the board, giving an added safety factor.

If the following installation and maintenance instructions are followed, there is no reason why this aluminum diving board should not last indefinitely.

1. Mount the board on a level frame.

2. Make sure that the fulcrum is covered solidly with at least a half-inch of rubber, the full width of the board. The board should never ride part on, part off the fulcrum, and at no time should it rub against steel or wood or other hard materials.

3. The recommended fulcrum distances for ordinary usage are as follows:

16-foot board — Place fulcrum from 72 to 84 inches from rear anchorage.

14-foot board — Place fulcrum from 60 to 76 inches from rear anchorage.

If the board is to be used for championship diving, the fulcrum can be moved back to 60 inches on the 16-foot board and to 54 inches on the 14-foot board, for short periods of time.

4. Mount the board with very little pitch. Most standards are built with about ¼-inch to the foot pitch, but this is to compensate for expected droop of wooden boards. It may be necessary to shim with wooden strips and get slightly longer galvanized bolts.

5. Care should be taken in mounting and removing the board, not to scratch it.

6. At the end of the season, remove the board and store it right side up, with 2 by 4's underneath at either end. Clean all discoloration off the board, apply a coating of clear lacquer, and wax when dry.

The NSBA in Miami Beach

Previewing the 1958 Convention of the National School Boards Association

Awaiting the more than 3000 board members and their families and guests expected to attend the largest convention in National School Boards Association history is a sparkling program arrayed around the impelling theme "School Boards and the Curriculum." Headline speakers, a slate of stimulating group meetings and discussion table sessions, and the first "independent" NSBA convention exhibit: these are among the top-shelf attractions of the really appealing April 17–19 meeting at the Hotels Fontainebleau and Eden Roc in Miami Beach.

Speakers and Sessions

The line-up of keynoters for the general sessions includes: Lawrence G. Derthick, U. S. Commissioner of Education; Fred W. Heinold, president of the Ohio School Boards Association; James B. Conant, former Harvard University president. The annual banquet will be addressed by John L. Burns, president, Radio Corporation of America, speaking on "Communications and Education."

Group meetings will consider such topics as "Priorities in Curriculum Building," "More Individual Attention to Pupils," "Science and the Liberal Arts," "Interpreting the Instructional Program to the Community," "Teachers for the New Era," "The Merit Rating Issue," etc. Speakers at these sessions are authorities in the respective fields; panel members assigned to the discussion panels represent a cross section of American educational policy making, administration, and teaching.

Two discussion sessions, involving all registrants at 150 tables, will discuss "School Boards and a Curriculum for 34 Million Students" and "The Role of the High School in American Public Education."

And six group meetings will pinpoint problems peculiar to various-size school districts (Board Members from Cities of 300,000 or More; Board Members from Cities of 100,000 to 299,000 Population; etc.).

On the Lighter Side

Between strenuous rounds of general sessions and group meetings, relaxing NSBA conventionees will be treated to a varied menu of entertainment.

The convention program provides many choice opportunities for renewing old friendships and making many new ones. On Thursday morning, a send-off coffee hour; a good-fellowship reception on Thursday evening. The plush Fontainebleau pool will be the scene on Friday evening for the hotel's famous water ballet; and not easily forgotten will be the point-of-interest boat excursion on and about luxurious Biscayne Bay. And the annual climax to all enjoyable NSBA gatherings is the banquet.

That's the NSBA in Miami Beach — a quality convention with emphasis on sessions devoted to curriculum policy making, the board's most vital role. The 1958 NSBA meeting guarantees all participants the finest convention in the association's 18 years!

The Program in Brief...

the **NSBA** *in miami beach*

THURSDAY, APRIL 17

8:00 a.m.: Exhibit Hall, Eden Roc Hotel
REGISTRATION

8:00 a.m.–9:45 a.m.: Exhibit Hall, Eden Roc Hotel
COFFEE HOUR

10:00 a.m.: Grand Ballroom, Fontainebleau Hotel
FIRST GENERAL SESSION
MUSIC by the Eastern High School à Cappella Choir of Lansing, Michigan

10:30 a.m.: Grand Ballroom, Fontainebleau Hotel
Presiding: Everett N. Luce, President, N.S.B.A., Midland, Michigan
Presentation of Flag, Pledge of Allegiance, and the National Anthem
Invocation: Frank H. Ttotter, Chattanooga, Tenn.
President's Address: Everett N. Luce
Address to the Session: Hugh McDade, Public Relations Manager, Tennessee Operations, Aluminum Company of America

12:15 p.m.: Private Dining Room C, Fontainebleau Hotel
STATE ASSOCIATION PRESIDENTS' LUNCHEON

2:00 p.m. Grand Ballroom, Fontainebleau Hotel
SECOND GENERAL SESSION
Presiding: Carl B. Munck, First Vice-President, N.S.B.A., Oakland, California
Session Topic: "School Boards and a Curriculum for 34 Million Students"
Speakers: Lawrence G. Derthick, "Philosophy and Goals as the Basis of Curriculum Construction"
Fred W. Heinhold, President, Ohio School Boards Association, "A Board Views the Curriculum of the American High School"
Discussion Table Sessions

7:30 p.m.: Supper Club, Fontainebleau Hotel
BUSINESS MEETING, N.S.B.A. DELEGATE ASSEMBLY (Others Invited)
Presiding: Everett N. Luce, President, N.S.B.A.
Old and New Business
Treasurer's Report
Report on the Organization Phase of the 1957 Project: W. A. Shannon, Executive Director, N.S.B.A.
Report on the Action of the 1957 Project: O. H. Roberts, Jr., Project Co-ordinator, Evansville, Indiana

9:30 p.m.: Grand Ballroom, Fontainebleau Hotel
RECEPTION

Keynoters —

J. B. Conant

L. G. Derthick

Everett Luce

FRIDAY, APRIL 18

9:30 a.m.: Grand Ballroom, Fontainebleau Hotel
THIRD GENERAL SESSION
Presiding: Robert E. Willis, Second Vice-President, N.S.B.A., Bradenton, Florida
Report of Nominations Committee: John H. Woodall, Sr., Chairman, Woodland, Georgia
Session Topic: "The Role of the High School in American Public Education"
Speaker: Dr. James B. Conant, "The American High School"
Table Discussion Sessions

1:30 p.m.:
GROUP MEETINGS (By Topics)

I. *More Individual Attention to Pupils*, Club Room E, Fontainebleau Hotel (Lower Lobby)
II. *Teachers for the New Era*, Theatre, Eden Roc Hotel (Mezzanine Floor)
III. *Interpreting the Instructional Program to the Community*, Mona Lisa Room of the Eden Roc Hotel (Lobby Floor Level)
IV. *The School Board and Experimentation in Full Utilization of Schools and Personnel*, Private Dining Room C, Fontainebleau Hotel (Main Lobby Floor)
V. *Better Utilization of Teacher Competencies*, TV and Exhibit Room D, Fontainebleau Hotel (Mezzanine Floor)
VI. *Science and the Liberal Arts*, Supper Club, Fontainebleau Hotel (Main Lobby Floor)
VII. *School Board Responsibility for Education Beyond the High School*, Private Dining Room C, Fontainebleau Hotel (Main Lobby Floor)
VIII. *Priorities in Curriculum Building*, Private Dining Room A, Fontainebleau Hotel (Mezzanine Floor)
IX. *The Merit Rating Issue*, Main Dining Room, Fontainebleau Hotel (Main Lobby Floor)
X. *The Potentials of Television for the Schools — A Challenge to Boards of Education*, Grand Ballroom, Fontainebleau Hotel (Main Lobby Floor)
XI. *Recruitment and Retention of Capable Teachers*, Private Dining Room B, Fontainebleau Hotel (Mezzanine Floor)

7:30 p.m.:
GROUP MEETINGS (By Types of Boards)
I. *Members of State Boards of Education*, Theatre, Eden Roc Hotel (Mezzanine Floor)
II. *Board Members from Cities of 300,000 or More*, Supper Club, Fontainebleau Hotel (Main Lobby Floor)
III. *Board Members from Cities of 100,000 to 299,000 Population*, Private Dining Room A, Fontainebleau Hotel (Mezzanine Floor)
IV. *Board Members from Suburban Communities*, Main Dining Room, Fontainebleau Hotel (Main Lobby Floor)
V. *Board Members from Communities of 5,000 to 100,000 Population*, Mona Lisa Room, Eden Roc Hotel (Lower Floor Lobby)
VI. *Board Members from Rural Areas of Up to 5,000 Population*, Grand Ballroom, Fontainebleau Hotel

9:30 p.m.: Fontainebleau Pool
ENTERTAINMENT: WATER SHOW, DANCING

SATURDAY, APRIL 19

9:30 a.m.: Supper Club, Fontainebleau Hotel
BUSINESS MEETING, N.S.B.A. DELEGATE ASSEMBLY (Others Invited)
Presiding: Everett N. Luce, President
Old Business
Reports of Committees
Election of Officers
New Business

9:30 a.m.: Grand Ballroom, Fontainebleau Hotel
FOURTH GENERAL SESSION
Presiding: Edmund Groomes, President, Iowa Association of School Boards
Topic: "The Future Role of the U. S. Office of Education in American Education."
Speaker: Taylor T. Hicks

1:00 p.m.
BOAT TRIPS AND EXCURSIONS TO POINTS OF INTEREST

8:00 p.m.: Grand Ballroom, Fontainebleau Hotel
ANNUAL BANQUET (Informal)
Presiding: Everett N. Luce, President, N.S.B.A.
INVOCATION
DINNER
ADDRESS: John L. Burns, President, Radio Corporation of America, "Communications and Education"
INTRODUCTION OF NEWLY ELECTED OFFICERS AND DIRECTORS
FINAL ADJOURNMENT OF THE 1958 CONVENTION

The 1957–58 NSBA Executive Committee in Action

Members include, from left to right: Dr. Taylor T. Hicks, immediate past president; W. A. Shannon, executive director; Robert E. Willis, second vice-president; Carl B. Munck, first vice-president; Everett N. Luce, president; Cyrus M. Higley, treasurer; Roy O. Frantz; and J. H. Woodall, Sr.

A Decade of Progress...

PETER PROUSE, NSBA Assistant Executive Director

The brawny youngster is just eighteen. Looking at him now with his bones fleshed out, standing up tall, his eyes gazing confidently toward the future, it is difficult to remember him as the spindle-legged kid whose survival was often despaired of by his parents and friends. They say that for the first eight years of his life it was touch and go; but what a marvelous change the last ten years have brought!

So might a literary writer personify the National School Boards Association in describing the organization's birth and growth. Such an approach is not inappropriate; in many ways, the NSBA is only now emerging from a period of difficult youthful development into beginning adulthood, and stands on the threshold of mature, national service.

D. J. Rose

F. Porter

The NSBA story began in 1940, when the already well-established state school boards associations of California, Illinois, and New York joined together to organize the National Council of State School Boards Associations. Providing leadership for the movement was *Mrs. Florence C. Porter,* executive secretary of the California School Trustees Association, who was elected the first president of the new organization at its initial meeting on February 28, 1940, at St. Louis, Mo. One year later, 65 people gathered for the First Annual Meeting Luncheon Conference in Atlantic City. A similar event was held in San Francisco in 1942, but by that time World War II had made further efforts so difficult that the fledgling organization was forced to remain in a state of suspension until the end of the great conflict.

A small group of state association leaders met in Springfield, Ill., in the fall of 1945 and decided to revitalize the dormant National Council. *Arthur J. Crowley* of New York was elected president; and a meeting was scheduled to be held in Chicago in 1946. In March of that year 12 persons from nine states gathered in the Windy City. "It should be the policy of the National Council," the group decided, "to become a strong, independent organization co-operating with all other agencies in education." The 1947 and 1948 meetings held in Atlantic City were characterized by increased attendance. The number of represented states grew to 23. The name of the organization was changed to "National School Boards Association." *Dr. D. J. Rose* of North Carolina was elected third president; and *Robert M. Cole* continued to act as secretary while working as the full-time executive secretary of the Illinois Association of School Boards.

J. Stratton

F. Trotter

E. Tuttle

P. Prouse

The year 1949 is among the most important in the NSBA's history. The appointment of *Edward M. Tuttle* as the full-time executive secretary that year, and the establishment of national headquarters in Chicago on May 2, 1949, provided foundations upon which the organization could plan solid growth and development. Of significance also was the adoption of a pro-rata plan of financial support by the state associations which was accomplished at the 1950 convention of the association, and which replaced the previous highly inadequate flat-rate dues system. The importance of the change is reflected in the rise of financial support which characterized the subsequent five years: in 1951, total payments under the new system were $8,026 but by the end of 1955 they had risen to over $18,000. Although the problem of financial support for the NSBA continues

C. Smith

J. Elliott

The Directors

R. Scarborough

Wm. Egeln

H. Radke

J. Stewart

S. Brogoitti

T. Sargent

R. H. Reed

M. Cooley

R. Harward

C. McFarlin

P. Scott

J. Bloxsome

W. Miller

to be a vexing one, each year does see improvement in the situation.

The untiring service of Mr. Tuttle until his retirement in 1956, and a succession of excellent NSBA presidents, contributed immeasurably to the great progress which the Association made during the past decade. Serving as president in 1949 and 1950 was *J. Paul Elliott* of Los Angeles, Calif.; and in 1951 and 1952, *Frank H. Trotter* of Chattanooga, Tenn. *Clifton B. Smith* of Freeport, N. Y., served as NSBA president in 1953, and refused renomination the following year on the grounds that a more rapid turnover of the presidency among affiliated states should be made possible. Elected to replace Mr. Smith was *Jesse G. Stratton* of Clinton, Okla. President for 1955 was *O. H. Roberts, Jr.*, of Evansville, Ind., who was succeeded in 1956 by *Dr. Taylor T. Hicks*, of Prescott, Ariz. NSBA

A. Crowley

O. Roberts

President for 1957, serving until the April, 1958, Annual Convention in Miami Beach, is *Everett N. Luce* of Midland, Mich.

The remarkable growth of the National School Boards Association during recent years is perhaps best evidenced by increasing attendance at National Conventions of the organization. In 1949, just 53 persons participated in the annual meeting in St. Louis. By 1952, the number had grown to 510. Attendance in 1955 was 1131. During the following two years, at annual conventions held in Atlantic City, the figure jumped to 1652 and then to 2021. This year, at the first annual NSBA convention to be held independent of the American Association of School Administrators, with which the NSBA has previously held national meetings, over 3000 school board leaders, consultants, speakers, and guests are expected to be in attendance. The size of NSBA Conventions has now grown to such an extent that it is no longer possible to house properly, and plan meetings for, such numbers of participants in direct conjunction with AASA Conventions which attract so many thousands of participants themselves.

Since 1950, the NSBA has developed greatly in the areas of policies, services, and activities. The organizational structure has been vastly improved, strengthened, and expanded. All 48 states, plus the territories of Hawaii and Alaska, now have school board organizations affiliated with the national association. Basic written beliefs and policies have been formulated and adopted. A series of highly important and significant projects, conferences, and workshops, made possible through various grants of foundation funds, have been undertaken. Informational services have been improved and expanded. Participation in the study of important problems with representatives of other national educational organizations has been increased. Closer relationships with the leaders of the affiliated associations have been built. These, and many other improvements, mark the broad outlines of a record of steady progress.

Plans for the future have been studied closely. While current objectives continue to be pursued with the maximum effort possible with available time, energy, and resources, such plans are being constantly developed by the officers, executive committee, board of directors, and staff, working in close co-operation to insure a bright future of service for the NSBA. Providing leadership in carrying out present responsibilities and in helping to develop future plans is Executive Director *W. A. Shannon* from Morristown, Tenn., who was appointed to his important post upon the retirement of Mr. Tuttle, who continues to serve the NSBA in his capacities as *Yearbook* Editor and Convention Exhibits Manager. Working closely with Mr. Shannon is *Peter Prouse* of Albuquerque, N. Mex., who was appointed assistant to the executive director in July, 1957. O. H. Roberts, Jr., former NSBA President, serves as project co-ordinator of the 1957 organization and action project.

Among the most vital areas of future action, toward which all of the NSBA's leaders are working, are projects for improving and expanding the usefulness of *News & Views*, the official monthly publication; for expanding services to the state and territorial associations; for identifying and developing through research better techniques, methods, and materials for the orientation and training of new school board members; for developing greater public understanding — through the use of films, television, radio, and mass published media — of the importance of school board service to our democratic American system of public education; for investigating special areas of public school concern and developing informational methods and materials for assisting school board members to understand and help solve the problems they represent; and countless more.

There probably does not exist any broader highway to improved public education than through the improvement of school board service. Making our traditional system of decentralized, citizen-controlled public education a more effective functioning reality is as worthy a goal as any to which an organization interested in the public schools could possibly commit itself. With the openhearted dedication of all those who influence its decisions, the National School Boards Association is well on its way in rendering significant service to the nation.

The First Exhibit...

EDWARD M. TUTTLE

NSBA **Yearbook** Editor
and Convention Exhibits Manager

Since last August, the National School Boards Association, has extended invitations to some 650 manufacturing firms, trade associations, and other organizations concerned with major items of school construction, equipment, maintenance, and operation, to participate in the *First National Exhibit for School Board Leaders*, to be held in the Eden Roc Hotel at Miami Beach in connection with the 18th Annual (but first independent) Convention of the Association.

Better than 10 per cent accepted the invitation and contracted for over 100 display booths, which, we are told, is something of a record for a beginning show in competition with the numerous established exhibits scheduled during the early months of 1958.

To all those who have thus become *Charter Exhibitors*, the officers, directors, members, and staff of the NSBA wish publicly to express their genuine appreciation and thanks. These exhibitors have shown the courage and vision of pioneers in helping to launch what is destined, in the next few years, to become one of the largest and most important exhibitions in the school field. The reasons for this are obvious.

School boards are legally responsible for purchasing policies on school construction, equipment, maintenance, and operation, and they must approve all of the bills. They have a direct obligation to make certain that school dollars are efficiently spent.

More and more board members are seeking firsthand knowledge of the character and quality of the materials, goods, and services that they and their administrators purchase for the schools.

First Opportunity

The NSBA exhibit is a first opportunity for direct contact between exhibitors and the school board leaders of the nation at their own meeting and in their specific interest. Board members need the information that the exhibitors are best qualified to give, and the exhibitors need the informed patronage of school boards.

Every effort will be made by NSBA leaders at the Miami Beach convention to urge that this first exhibit be visited and studied by all those in attendance. Duly registered participants, wearing badges, will be admitted to the Exhibition Hall where they will find attractive and informative displays devoted to a veritable showcase of school material and equipment, from seating to ventilating equipment, from school buses to books and magazines, from lighting to maintenance materials, from office equipment to entire building components, such as glass blocks and curtain wall systems.

Always a valuable adjunct to any convention, the exhibits presented at the NSBA convention are bound to open up new vistas of school products for the board member and superintendent conventioners. The exhibitors include:

Acorn Wire & Iron Works, Inc., Chicago, Ill.; **Addressograph-Multigraph Corporation**, Cleveland, Ohio; **Aetna Life Affiliated Companies**, Hartford, Conn.; **Airkem Incorporated**, New York, N. Y.; **Adjusto Equipment Company**, Bowling Green, Ohio; **American Air Filter Co., Herman Nelson Unit Ventilators**, Louisville, Ky.; **American Automobile Association**, Washington, D. C.; **American Floor Products Company**, Washington, D. C.; **American Mat Corporation**, Toledo, Ohio; **American School Board Journal**, Milwaukee, Wis.; **American School Publishing Corporation**, New York, N. Y.; **American Seating Company**, Grand Rapids, Mich.; **American Telephone & Telegraph Company**, New York, N. Y.; **Arketex Ceramic Corporation**, Brazil, Ind.

Boy Scouts of America, New Brunswick, N. J.; **Breuer Electric Manufacturing Company**, Chicago, Ill.; **Brunswick-Balke-Collender Company**, Chicago, Ill.; **Bureau of Lathing & Plastering of Dade County, Florida**, Miami, Fla.; **Burgess-Manning Company**, Chicago, Ill.; **Burroughs Corporation**, Detroit, Mich.

Chevrolet Motor Division, General Motors Corporation, Detroit, Mich.; **Clarin Manufacturing Company**, Chicago, Ill.; **Coca-Cola Company**, Atlanta, Ga.; **Columbia Records Sales Corporation**, New York, N. Y.; **Arthur C. Croft Publications**, New London, Conn.

Douglas Fir Plywood Association, Tacoma, Wash.

Encyclopedia Britannica, Inc., Chicago, Ill.; **Encyclopedia Britannica Films, Inc.**, Willmette, Ill.

Federal Civil Defense Administration, Battle Creek, Mich.; **Fleetwood Furniture Company**, Grand Haven, Mich.; **Flexicore Manufacturers Association**, Columbus, Ohio.; **Foster Refrigerator Corporation**, Hudson, N. Y.

Girl Scouts of the U. S. A., New York, N. Y.; **Griggs Equipment, Inc.**, Belton, Tex.

Hampden Specialty Products, Inc., Easthampton, Mass.; **Haws Drinking Faucet Company**, Berkeley, Calif.; **Heywood-Wakefield Company**, Menominee, Mich.; **Hillyard Chemical Company**, St. Joseph, Mo.; **Hunter Douglas Aluminum Corporation**, Bridgeport, Conn.

International Business Machines Corporation, New York, N. Y.

Keystone View Company, Meadeville, Pa.

Ludington Seating Company, Ludington, Mich.

Fred Medart Products, Inc., St. Louis, Mo.; **Minneapolis-Honeywell Regulator Company**, Minneapolis, Minn.; **Samuel Moore & Company**, Mantua, Ohio.

National Cash Register Company, Dayton, Ohio; **National Education Association**, Washington, D. C.; **National Geographic Society**, Washington, D. C.; **National Lumber Manufacturers Association**, Washington, D. C.; **National Theater Supply Company, ETV Division**, New York N. Y.; **Necchi-Elna Sewing Machine Sales Corporation**, New York, N. Y.; **John J. Nesbitt, Inc.**, Philadelphia, Pa.

Oneida Products Division, Henney Motor Company, Canastota, N. Y.; **Owens-Illinois: Kimble Glass**, Toledo, Ohio.

Peabody Seating Company, North Manchester, Ind.; **Plastic Products, Inc.**, Richmond, Va.; **Plextone Corporation of America**, Newark, N. J.

Reflectal Corporation: Borg Warner, Chicago, Ill.; **Rilco Laminated Products, Inc.**, St. Paul, Minn.

School Management Magazines, Inc., Greenwich, Conn.; **E. H. Sheldon Equipment Company**, Muskegon, Mich.; **Sico Manufacturing Company, Inc.**, Minneapolis, Minn.; **Singer Sewing Machine Company**, New York, N. Y.; **Structo Schools Corporation**, Boston, Mass.; **Superior Coach Corporation**, Lima, Ohio.

The Trane Company, LaCrosse, Wis.

United States Office of Education, Washington, D. C.

Wayne Works, Inc., Richmond, Ind.

SCHOOL LUNCH TRENDS

Vending Machines Increase Milk Consumption

G. H. GROSENICK

Superintendent, Ashland, Wis., Schools

During the 1954–55 school year, the Ashland board of education approved the installation of milk vending machines throughout the entire school system. This move on the part of the school administration to make milk more accessible to the children has had a marked effect on the consumption of milk by the students throughout the grades and high school.

Now that the program has been in operation several years it is possible to make a comparison that appears rather significant. During the 1952–53 school year, which was the last full year of operation under the individual container system, the student body consumed about 100,000 half pints of milk. As a basis for comparison, the 1955–56 school year indicates a consumption of 378,000 half pints. This was the first full year of operation for the dispensers and indicated a 378 per cent increase in the amount of milk consumed.

The figures of the years under consideration here include the milk used in the school cafeteria. However, since the participation of students in the lunch program has not changed materially in the two years mentioned, it is safe to assume that the increase resulted from consumption aside from the lunch program.

Ashland has been rather fortunate in that the local dairies supplied the dispensers and metal cup holders without charge to the school. As a result the only cost of the entire program to the board is that of the paper cups used in the dispensing of the milk to the students. Dispensers were furnished in sufficient numbers so that the larger elementary schools and the high school have two or more as needed.

It is the feeling of the board of education and the school administration that milk consumption has increased in such a spectacular manner because the dispensers have several advantages to offer over the individual container.

Three Advantages

Providing the students with dispenser service has brought the milk to the students at a lower and more constant temperature. Apparently the students find the colder milk more satisfying. Although milk bottles could be placed under refrigeration after delivery, the matter of adequate storage in a cold place generally presented a problem. As a result the milk was not always refrigerated. Instead attempts were made to have the milk delivered about the time it was to be used. This wasn't always possible for obvious reasons.

Supplying milk to the students by means of a dispenser is seemingly a more sanitary way of doing the job. At no time does the child or the handler come in contact with any drinking surfaces. This produced a feeling on the part of the school authorities that there was less opportunity for contamination.

Finally the availability of the milk to the student at all times has naturally brought about increased consumption. The boys and girls are in a position to drink a cup of milk about any time they choose. Milk is just as available as water.

The Disadvantages

It would be unfair to the reader for us not to admit there are some problems with the program. The disposition of the used paper cups becomes somewhat of a problem. Naturally with this increased consumption there has been an increase in soiled paper cups. For reasons of sanitation it becomes necessary to empty the waste containers frequently. As the temperature rises outdoors the attention to this matter becomes even more important. As we worked with the problem here in Ashland, it has become less and less pressing. This is true because the custodian has become increasingly aware of the importance of removing the used cups at more frequent intervals.

We do experience some spillage with primary grade children while withdrawing milk from the dispenser although we feel it is no greater than it was with the one-half pint containers. Here too the custodian needs to be alerted and clean up around the dispenser at frequent intervals.

Despite these problems it is the feeling of the board of education that the advantages of the dispenser operation far outweighs the disadvantages from a child's welfare point of view.

A unique course —

Internship for School Food Service Supervision

MARTHA A. RUSSELL

Food Service Director, Oklahoma City, Okla., Schools

The first postgraduate internship for school food service supervision to be offered in the United States has been authorized by the administration of Oklahoma State University to begin June 1, 1958. This course has been developed because numerous requests over a

(Concluded on page 63)

A potential school lunch supervisor learns the art of baking rolls.

Analysis of a successful bond issue—

It Can Be Done!

MERTON J. MERRING
District Principal,
East Irondequoit Central
School District No. 1, Rochester, N. Y.

On May 9, 1956, 6900 voters of East Irondequoit approved the centralization of three separate districts by a narrow margin of less than four hundred votes. Yet, on November 14, 1956, a bond issue of $5,160,000 was approved by a five to three vote. This issue included a 1200-pupil senior high school, a junior high conversion for 950 pupils, a 600-pupil elementary school, and the purchase of two land sites to be used for building additional elementary and junior high school facilities when they become necessary.

There are many reasons why the second vote was so overwhelming, but no one can deny that the chief reason was work! work! work! This was work by board members, administrators, teachers, and citizens of the community.

The first key to success was a dedicated board of education. Just counting the time spent according to the official minute book alone, we find a total of 127 hours, or two three-hour sessions per week for 20 consecutive weeks, between the election of board members on June 5 and the vote on November 14. In addition, frequent daily meetings were held in June and July to interview candidates for the district principalship.

Also, each board member was assigned to one or more committees which usually met weekly. The board committees were divided into finance, construction, curriculum, and maintenance, which were composed solely of board members. Other committees were composed mainly of citizens' groups, with one or more board members as consultants.

Many conferences were held with architects, lawyers, contractors, insurance agents, and other groups in order to provide for unity of purpose and procedure where previously there were three distinct policies, personnel, and procedures. (By the way, a 13-room addition to one of the present buildings was in the process of construction during this period of time. This also involved work.)

Citizen Aid

A second key to success was the enlisting of the aid of citizens of the community. A chairman for the bond issue was appointed, citizens were selected for building and curriculum committees, and temporary assignments were given from time to time.

The bond issue committee alone enlarged to between 3 and 400 workers by November 14. A few key workers were selected and these workers in turn selected subcommittees so that a sizable group was busily engaged immediately prior to the voting for the bond issue. Some of these workers were very much opposed to centralization in May. Some of these workers had no children in school. Some of these workers sent their children to parochial schools. Little by little, the people of the community were won over to the need of a forward-looking approach to education, rather than one of expediency. These people in turn became workers.

All high school students of the past six years were sent a questionnaire. All present eighth graders also filled out questionnaires. These questionnaires asked for courses the children had been taking or proposed to take on a high school level, extracurricular activities taken or expected to be engaged in on a high school level, and general comments on the part of the students. Many of the suggestions were basically sound and will be incorporated in our new schools.

Rather unique was a "Democracy in Action" contest among the pupils to name the new high school. Over one thousand school children used suggestion boxes to submit proposed names. The board of education then selected four of the names submitted. On the day the vote for the bond issue was held, the school children voted for the name of their high school.

A third key was a loyal group of workers at the central office. Evenings, holidays, and Saturdays were workdays on occasion. Every report deadline was met, every payroll was ready on time, even though it meant working one night until two a.m. The work done in preparing for the vote on the bond issue was in addition to the normal work and the added work due to centralizing the three districts.

Throughout the entire campaign was work! work! work! For example, a letter from the board was sent to every taxpayer. This was followed in a few days by a brochure. The next step was a series of five informational meetings held at different schools on different days of the week over a two-week period. At these informational meetings the board and chief administrator of the district presented their story by means of a series of slides. Various items covered by this presentation included the over-all plan, the curriculum, projected enrollments and school capacities, the financial plan, building sites, and floor plans.

Every known medium was exploited — television, radio, newspapers, monthly school bulletins to parents, flyers, and a billboard type sign.

Workers attempted to contact every family in the district. All of the potential "yes" voters were listed. Starting late in the afternoon of the voting day, all who were favorable to the issue and hadn't shown up to vote were contacted by telephone. At one time there were over 30 workers pouring over the lists of voters arranged by streets and house numbers to determine which "yes" voters had not shown up at the polls. In the last hour alone, 259 "yes" voters were rounded up by the workers. In some cases the workers acted as baby sitters; in other cases they furnished transportation. In the last 60 seconds before the closing of the polls there were 35 people running from the parking lot into the school building.

Was it worth it? The five to three vote is the answer. With the exception of the brochure, all materials were duplicated or lithographed in the central office. The cost was mainly one of time. Time is not cheap, but it is available, and many people are willing to give time.

There is probably nothing new about this approach. This is simply an account of what our community did. We now face new problems that are much more difficult. We hope we will have as much success with the problems that lie before us as we have had in getting our bond issue approved.

WORD FROM WASHINGTON

Federal Aid Measures

ELAINE EXTON

The outlook for a short-term, defense-related education measure passing the Senate before the 85th Congress adjourns appears promising at this writing. Whether such legislation will be enacted by the House which rejected emergency school construction legislation in 1956 and again in 1957 is problematical.

All told more than 150 bills to provide some form of assistance to the states for education have already been introduced since the 85th Congress began on January 3, 1957, and new measures in this field are continuing to trickle into its legislative hoppers. They range from general aid measures to bolster teachers salaries and provide school facilities to special programs as varied as encouraging the study of scientific subjects or expanding research on the education of mentally retarded children.

More than 40 of the pending bills authorize federal payments to the states to assist in school construction. Some 75 are aimed at furnishing scholarship or other financial aid to students to continue post-high-school education.

Congressional Hurdles

The very babel of voices represented by this multiplicity of proposals could lead to stalemate or provide a springboard for support which would furnish the momentum necessary to push a measure through. With the Congressional elections just a few months away, partisan politics, especially in the House, could prove a shoal on which the school issue would founder.

Besides these obstacles the major hazards which have plagued the enactment of federal-aid-to-education measures in the past are still in the picture. The die-hard opponents of all forms of federal aid are still outspoken in their objections. Private school supporters are still asking for a share of federal assistance for nonpublic education.

The possibility of renewed efforts to attach an antisegregation amendment to school legislation poses a further Congressional hurdle.

The issue of integration has already been raised by Senator Jacob K. Javits (R., N.Y.) in Senate bill 3216 calling for a $600 million a year appropriation annually for four years to finance an expanded program of school construction. His bill specifically provides that no funds shall be paid to state, school, or local authorities which are in current violation of a federal decree respecting school desegregation. It is present, too, in Senate bill S. 3257 introduced by Senator Paul Douglas (D., Ill.) and its companion measures in the House which propose technical assistance and grants to local governmental units, including school districts, attempting to carry out integration.

Leading Contenders

Although as this article goes to press the ultimate fate of school aid legislation in the present Congress cannot be predicted, it seems certain that the legislation that emerges from the Senate Committee on Labor and Public Welfare and the House Committee on Education and Labor will be compromise measures incorporating features of several pending bills.

On the subject of temporary aid to strengthen education in areas essential to our national security, short-term, emergency approaches are offered in the Smith-Kearns-Frelinghusen bills (S. 3163 and H.R. 10278 and 10279) embodying the President's recommendations for a four-year $882 million program to be administered by the Department of Health, Education, and Welfare and in the Democratic-sponsored Hill-Elliott bills (S. 3187 and H.R. 10381) seeking a more broadly conceived $3 billion, six-year National Defense Education plan.

The Murray-Metcalf measures (S. 3311 and H.R. 10763) advocating a large-scale, long-range program of federal support for "states and local communities in remedying the inadequacies in the number of their teachers and teachers salaries and the shortage in classrooms" are other leading contenders.

They present the new National Education Association proposals that Congress allot to the states for distribution to local school districts an amount equal to at least $25 per school-age child the first year, rising over a period of four years to $100 per child, to be used either for construction and basic instructional equipment or for supplementing the salaries of teachers in public elementary and secondary schools.

Reactions to President's Program

The President's "science-oriented" education program has drawn fire from Republicans and Democrats alike. Senator Pat McNamara (D., Mich.), a member of the Senate Committee on Labor and Public Welfare, termed it "a hodge-podge of penny-pinching" proposals, while Congressman Graham A. Barden, Chairman of the House Committee on Education and Labor, viewed it as "confusing" claiming that any such program should "put first things first" by stressing the need for more scientific and laboratory equipment. Some critics described "the Administration's program for a renaissance of learning" as "too little and too late" agreeing with Senator Fullbright (D., Ark.) in tagging it "disturbingly small minded."

Administration Recommendations

Appearing before the House Committee on Education and Labor to spearhead the Administration's drive to enact H.R. 10278, Secretary of Health, Education, and Welfare Marion B. Folsom said their program "stems from a national recognition of a clear truth which the American people can never afford to forget: The ability of this country to survive in a world where freedom is imperiled may depend largely upon the strength of American education."

Describing the Administration's proposals as dealing with "focal areas in education and high priority needs of our times," he stated they "are designed as a temporary program to serve as a stimulus in helping our educational system meet certain national security needs more quickly and more fully." Noting that they are "developed from the basic premise that education is, and must remain, primarily a local, state, and private responsibility," he emphasized that "the federal role is to encourage and assist — not to control or supplant — local and private effort."

The four-year program spelled out in Senate bill S. 3163 and H.R. 10278 would, if enacted, be administered within the Federal Government by the Commissioner of Education under the general supervision of the Secretary of Health, Education, and Welfare. To carry it out would entail a federal appropriation of $144,859,000 the first year, with annual expenditures reaching a maximum of $247,414,900 in the last year of the program.

When coupled with a related expansion President Eisenhower is requesting in the educational activities of the National Science Foundation, the Administration's overall education plan would require federal funds of approximately $225 million the first year and roughly $1 billion over the next four years.

The portion of the program to be administered by the U. S. Office of Education is concerned with these five problems:

1. Encouragement of able high school students through:

a) Testing, guidance, and counseling ($16.3

million the 1st year rising to about $24.8 million in the 4th — *to be matched by the states on a 50–50 basis*).

b) Scholarships ($7.5 million the 1st year rising to about $30 million in the 4th).

2. Helping state and local school districts to expand and improve the teaching of science and math ($110 million in the 1st year rising to $165 million in the 4th — *to be matched by the states on a 50–50 basis*).

3. Improving the teaching of foreign languages ($1.3 million the 1st year rising to a peak of $3 million in the 3rd. *More than half of these funds, i.e., the portion applying to language centers, to be matched by the participating institutions on a 50–50 basis*).

4. Helping graduate schools produce more critically needed college teachers through:

a) Assistance to colleges and universities for expanding graduate programs ($5 million the 1st year rising to $9 million the 4th year — *to be matched by the institutions on a 50–50 basis up to $125,000 per year per institution*).

b) Graduate fellowships ($2.8 million the 1st year rising to $12.6 million the 4th year).

5. Improvement of statistical services of state educational agencies ($1 million in the 1st year rising to $2 million in the 4th — *up to $50,000 of federal funds per year to be matched by each state on a 50–50 basis*).

Talent Conservation Program

The Administration's proposals to reduce waste of needed talent by encouraging earlier and better identification of potential abilities, providing improved counseling in the development of these abilities, and offering federal scholarships as a further incentive to the ablest students who need financial help are intended, explains U. S. Commissioner of Education Lawrence G. Derthick, to stimulate the development of a program of state and local action which will provide the essential professional and administrative leadership in the state departments of education, adequate state supervisory services, and expansion and improvement of testing, counseling and guidance programs in local schools."

This program would be administered by the state educational agencies under plans approved by the U. S. Commissioner of Education. According to the proposals in the Administration's legislation a state's plan must include arrangements for yearly testing during the program's duration of all students in the 9th or a lower grade as well as those either in the 11th or 12th grade. It must also provide for the maintenance of testing and other student personnel records, and for strengthening counseling and guidance services. The testing devices to be used and the precise manner and time of testing would be determined by the responsible state and local authorities.

Each state would first be allotted an amount equal to $1.25 for each pupil in grades 9 through 12 in public and private non-profit schools in the state. The balance of the appropriation each year would be allocated among the states on the basis of their relative public school enrollments in grades 9 through 12, with a minimum of $5,000 to any one state.

In states not authorized by law to appropriate funds for private schools, the U. S. Commissioner of Education would be authorized to make arrangements for testing of students in the private schools under similar financial provisions to those named above. This cost would be deducted from the amount allotted to the state.

A further provision authorizes the U. S. Commissioner of Education to make grants or contracts with colleges and universities to enable them to operate short-term or regular session institutes to train or improve the qualifications of counselors. The counselors would be awarded federal stipends while attending these classes.

Undergraduate Scholarships

The Administration's program of federal scholarships, according to Secretary of Health, Education, and Welfare Folsom is not "simply an effort to get more students in college generally. Rather, it is designed to meet the most urgent priority needs, to provide incentives and assistance to prevent the loss or waste of talent that results when very able students stop their education tragically early."

Funds would be allotted among the states on the basis of the relative number of public and private high school graduates in each state in the most recent year for which figures are available. Administration spokesmen estimate that the proposed appropriations would finance about 10,000 new scholarships each year during the 4-year program, or a total of 40,000. Recipients could continue to receive stipends for a maximum of four years. The scholarships would be phased out after the fourth year to permit all who had been granted these awards to complete their college education.

The selection of individuals for the scholarships would be made on the basis of ability and need by State Commissions on Federal Scholarships in accordance with approved state plans. Within the limits of a state's allotment, the U. S. Commissioner of Education would award scholarships to individuals certified to him by the State Commission. Applicants who were rated, on the basis of ability, above the last applicant receiving a scholarship and who failed to receive one solely because of lack of financial need would be awarded appropriate certificates by the Commissioner.

Scholarships awarded under this program could be for any course of study leading to an undergraduate degree at any accredited institution of higher education, selected by the recipient, in any of the states or abroad. Each student would be free to choose his college or university and his course of study although preference would be given to students with good preparation in or high aptitude for science or math.

Better Math and Science Teaching

To encourage and assist state and local acion to improve the teaching of science and mathematics in the public schools so as to correct what U. S. Commissioner of Education Lawrence G. Derthick calls "the imbalance in education," grants would be made through the states to help local schools hire additional qualified science and mathematics teachers, do minor remodeling of laboratories and purchase up-to-date laboratory equipment, increase the pay of qualified science and math instructors, or for related purposes.

This aspect of the program would require an estimated $100 million in the first year and $150 million for each of the next three years to be matched by the states and/or localities on a 50–50 basis. The states and local schools would decide how best to invest these funds according to their own needs and methods of operation.

State departments of education would also receive funds to strengthen their own staffs for supervising mathematics and science. They could use this money to establish or expand state units to consult with local schools on curriculum, methods, materials, and other matters in a general expansion and improvement of science and mathematics teaching, and for preservice undergraduate teacher training to improve qualifications of science or mathematics teachers. The estimated cost of this phase of the program is $10 million the first year and $15 million for each of the succeeding three years, the federal funds to be matched by the states on a 50–50 basis.

Foreign Language Instruction

Using an approach similar to that of the National Science Foundation in its field of concern, the Administration is recommending the establishment of short-term or academic-year institutes by colleges and universities for upgrading modern foreign language teaching at all academic levels. Here language teachers and supervisors would be made familiar with the wide variety of new approaches and techniques in the teaching of language, "preparing them," as Secretary Marion B. Folsom put it, "to offer more appealing and effective instruction to the youth of the nation."

Roughly $12,500 would be allocated for establishing each of five such institutes during the program's first year of operation when about 150 stipends would be awarded to teachers and supervisors pursuing such studies. It is expected that a total of 45 of these institutes would be held over a 4-year period with an estimated total enrollment of 1400 language teachers, supervisors, and teacher educators.

The proposals also encompass a small number of special training centers at selected institutions of higher education to provide instruction in languages which are rarely, if ever, taught in the United States. Not only prospective teachers but also Government employees and others who need language training in order to become fully effective representatives abroad would attend these programs.

The federal share for setting up these centers would be $125,000 each plus an additional $125,000 annually for each one's operation, these sums to be matched 50–50 by the participating institution. The Government would also furnish 100 grants in varving amounts to enable students to attend these centers as well as allowances for foreign travel which would defray travel costs for members or potential members of the staffs of these language training centers who require study and training abroad.

The enabling legislation, moreover, authorizes funds for the U. S. Office of Education to, directly or by contract, study the need for increased or improved foreign language training, conduct research on more effective language teaching methods, and develop specialized teaching materials. For the 4-year period 1959–62 a federal expenditure of $1,575,000 is contemplated if the legislation passes.

Information regarding the Administration's proposals to help meet the need for more well-trained college teachers and to assist state educational agencies in extending their educational statistics programs as well as additional details about the proposals reported in this article are available in a series of free *Fact Sheets* obtainable on request from the Office of Education, Department of Health, Education, and Welfare, Washington 25, D. C.

THE AMERICAN
School Board Journal
An Independent Periodical of School Administration
William C. Bruce, *Editor*

GIMCRACKS BY DESIGN

TEN years or so ago, before the tidal wave of children made sandbagging operations on the school levee a necessity, and there was still time and money for planting roses on the banks, we were sent on a safari to see and report back what advances certain other cities were making in the construction of elementary school buildings. To one building in particular our pilgrimage was attracted. Newly constructed and occupied for no more than a semester, it was widely whispered that it "had everything." It was also rumored that it had cost more per cubic foot than any school building in the North Central states.

It did have everything. It had the usual desks, chairs, books, teachers, children, blackboards, washrooms, heating equipment, office and auxiliary and personnel. It had a large chimney for discharging smoke, and a front door for admitting and discharging children. These appurtenances seemed normal and defensible. Less so was a mammoth fireplace in the central corridor which bore no perceivable function in heating the building since it had no flue and therefore could hold no fire. Its decorated, glazed, tile mantle, however, told a story of some kind, although what the subject was no child seemed to know. Apparently no one paid attention to the monster except to bump into it.

Classrooms were masterpieces of wasted space. Kindergartens were L shaped, about one and one-half times standard size, with one extremity described as the "quiet sitting area," the other as the "quiet working area," and the angle as the "game activity area." One thought of the old myth of Martha Washington and her big cat, middle-size cat, and small cat, and the big hole, middle-size hole, and small hole in her bedroom door to give them entrance and exit. Confessed the teacher, "I tried for a while to use the three areas according to plans, but it didn't make sense, and so we carry on here" — in the corner of the L. The upper elementary rooms were likewise oversize, and attached to each was another room, half again as large, and capable of separation from the parent room by a folding door. This addition was designated for use by class committees, the theory being that while the majority of the class continued its normal functions, rump portions of it would meet from time to time in star-chamber proceedings to settle subordinate issues. Whether the idea could prove its worth in practice we could not learn because no teacher had as yet used a committee room for its announced purpose. The intermediate classrooms had similar but smaller annexes. Said one teacher to us: "Would you men please pull the door open. It's stuck, and I want to see what color it is."

The same masterminds that had designed these peculiar classrooms had "created" special furniture for them. Most conspicuous was a combination teachers' wardrobe and storage catchall — a bulky contraption which stood on casters but was too heavy to be moved except by a half dozen men. Besides — where? Although this white elephant contained shelves and drawers for everything, the designers had overlooked an important factor in designing it — the length of the human arm. As a result, stored materials were pushed to the back of the too-deep shelves, and had to be poked out with a stick with a hook on the end of it.

— And there was too much more of this sort of thing. But the ultimate of inutility was to be found in the art room. Art must have had few temples such as this — and few enigmas. Above the sinks and shelves and ceramic ovens and whatnot, stretched a rack containing perforations of various sizes and at several elevations, an installation carefully built and clearly designed for a very specific purpose. "Maybe you know what it's for," said the art teacher. "I can't find out. I'd use it if I could, but neither the principal, nor the superintendent, nor the janitor, nor anybody seems to know. I've written to the architect. He says it's there for a reason, but he can't remember."

We are told that when the Dean and Chapter of Seville gathered together to consider a new cathedral they passed a resolution providing that "we will build a church so mighty that future ages will say that we were mad to have attempted it." What future ages will say about a few school buildings built before the present crisis compelled boards and administrators to get a dollar's worth of usefulness out of every dollar spent is easy to guess. Fortunately such examples are extremely rare. In this case, the architect, who had no previous experience in designing a school, seems to have stolen the show and bullied a compliant board.

The "monumental" schoolhouse no longer is the vogue. Few tears need to be shed for its passing. Grecian temples and gothic cathedrals of learning are not now being built. Brick sentry boxes, glazed captains' walks, turreted cupolas, functionless and superimposed carved stone ornament in the shape of garlics — such bric-a-brac dates of yesterday's buildings. Somewhere in the East — we saw it from a train window at a considerable distance — is a high school building, imposing, large, with a wide bank of stairs leading to the front doors. And carved in the stone above these doors, in letters deeply incised and at least two feet high, is the breathtaking legend, "ENTRANCE."

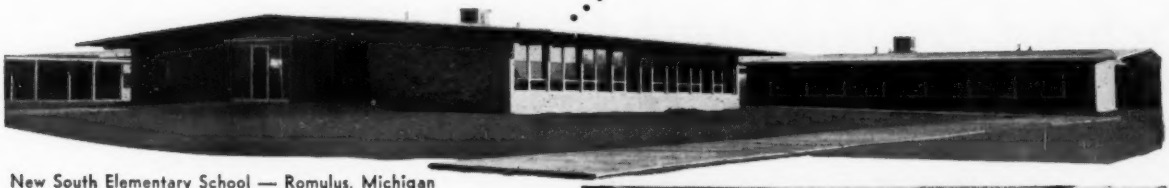
We have no complete safety against the return of the age of doodads. As long as a man has a chisel in his hand, the creative urge in his breast, and two excess dimes to rub against each other in the public purse, the age of gimcracks by design may return again. Let us harden our hearts and minds against its coming. — *Wm. M. Lamers*

NECESSARY BUT NOT SUFFICIENT

WRITING in the Ohio State University Educational Research Bulletin, Dr. R. H. Eckelberry says:

"But necessary and urgent as it is, providing better education in science and mathematics for our abler students is not sufficient. Other changes are not less important in the long run. We need more effective education in science for laymen — those who will not be scientists or technologists, but who will need a thorough understanding of the nature and methods of science. Providing this is in some respects more difficult than training scientists and technologists. Another need is much better and more extensive instruction in foreign languages. In comparison with the schools of other nations of the free world and with those of the Soviet Union, ours have done pitifully little in this field. Such a policy may have been excusable in the days of the nineteenth-century isolation; it cannot be defended now. We shall continue to be seriously handicapped in the world struggle until a much larger proportion of our people are proficient in foreign languages. To meet this need we shall have to expand the scope of our language instruction beyond the conventional French, German, and Spanish, and utilize the newer methods of language instruction that have proved their effectiveness. Closely related to the need for extension of improved language teaching is that for better and more sympathetic understanding of the cultures of other people.

One of the nation's most modern schools selects.....



New South Elementary School — Romulus, Michigan

JAHR — ANDERSON — MACHIDA
Dearborn, Michigan
Architects

WILLIAM SIMMONS
Superintendent

ScholarCraft*

DURABLE • MODERN • FUNCTIONAL

STUDENTS at the beautiful New South Elementary School in Romulus, Michigan, are now enjoying the comfort and beauty of *ScholarCraft* top-quality school furniture. Considered the ultimate in modern school architecture and design, this versatile Michigan school chose *ScholarCraft*—as many others are doing—to provide its students the benefits of the finest school furniture that the most up-to-date manufacturing facilities and imaginative engineering can produce.

ScholarCraft offers you a complete line of functional furniture unsurpassed in excellence of materials, skillful craftsmanship, beauty and styling. This top-quality tapered steel and wood furniture was especially designed for extra classroom safety and comfort.

Write, phone or wire for complete full-color literature on the ScholarCraft line.

Introducing **ScholarCraft's versatile new LECTURE DESK**

Distinctively styled for a wide variety of services, *ScholarCraft's* new lecture desk features an open book tray that is easily accessible from the rear, designed to eliminate disorder and litter. Sturdy frame is a completely welded unit. Large NEMA-approved plastic topped writing surface measures 20" x 24".

Southeastern Metals Company
P. O. Box 5477
North Birmingham 7, Alabama

*Reg. U. S. Pat. Off.

School Boards and District Reorganization Hearings

STEPHEN F. ROACH

Editor, **Eastern School Law Review**, Jersey City, N. J.

The problems attendant upon a plan for the reorganization of school districts — even though its purpose may be to insure more efficient public school operations — are often abundantly laden with legal implications.

And since strongly organized national and regional efforts are currently under way to reduce the number of school districts in existence, the legal issues involved are likely to be a significant aspect of school board operations for some time to come.

An interesting case[1] involving such issues was recently decided in the Appellate Court of Illinois.

Facts in the Case

The Wauconda Township High School District had brought suit to review a decision of the McHenry County, Ill., Board of School Trustees ordering the detachment of certain territory from the Wauconda district and annexing it to another district in that county.

The township district alleged, among other things, that the decision of the county board (acting as an administrative agency) was not based on any transcript or pertinent maps and information.

The lower trial court entered a judgment setting aside the decision of the county board on the ground that no evidence was taken or preserved by that board at the hearing which it had held as required by Illinois law. This judgment was here being appealed.

The applicable Illinois statute provided, in part, that: "The county board of school trustees shall hear evidence as to the school needs and conditions of the territory in the area within and adjacent thereto and as to the ability of the districts affected to meet the standards . . . prescribed by the Superintendent of Public Instruction. . . ."

The county board admitted that no transcript of testimony was taken at the hearing, and that no reporter was on hand for the purpose of reporting verbatim any testimony presented to it. However the board did claim that testimony had been heard and that the substance of such testimony had been reported in the minutes of the meeting.

Issues and Findings

The basic issue presented here, of course, was whether the detachment and annexation order of the county board was a valid one under the circumstances cited.

Of more general interest will be the views of the Illinois court concerning some of the legal ramifications involved in the conduct of hearings relating to district reorganization proposals.

In its opinion the court pointed out that while it was true — as contended by the county board — that the findings and conclusions of the board (as an administrative agency) on questions of fact would be held to be *prima facie* true and correct, and that the court would not disturb the findings of fact made by an administrative agency unless manifestly against the weight of the evidence, it was also the established law that such findings "must be based on facts established by evidence which is introduced as such." Therefore a board could not rely solely "on its own information to support its findings."

"The rule is firmly established," the opinion went on, that "nothing can be treated as evidence which is not introduced as such." Concomitantly, the opinion stated ". . . it was the duty of the Board to *require* [emphasis added] the submission of evidence at a formal and proper hearing. . . ."

The court then noted that while the county board's order concerning the detachment and annexation of the township district's territory recited that the board had heard the "evidence" required by the cited applicable statute, "an examination of the record *fails to disclose such evidence*" [emphasis supplied].

"Nowhere in the record is there to be found any reference to the swearing of witnesses, the taking of testimony or the examination of a witness under oath."

Concluding that "the evidence which is required by the [cited] statute" was lacking, the court affirmed the setting aside of the reorganization order of the county board.

Significance of the Case

The following legal principles were controlling in this case.

First, the findings and conclusions of a school board (acting as an administrative agency) must be based on facts as established by substantial evidence.

Second, such findings will ordinarily be held *prima facie* to be true and correct and will not be disturbed by judicial action unless they are manifestly against the weight of evidence.

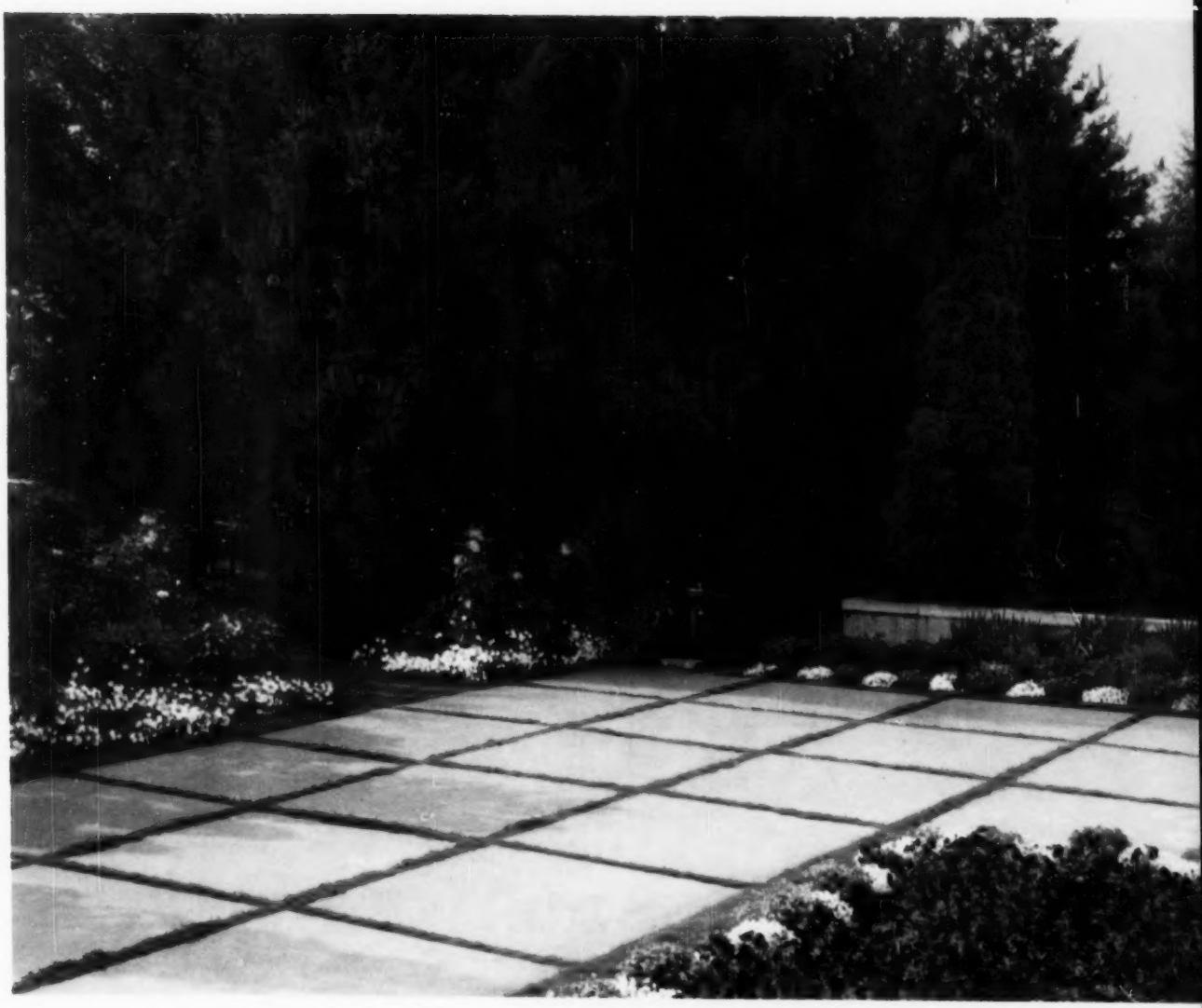
Third, when acting as an administrative agency, a school board may not rely solely on its own information to support its findings. Rather, the evidence on which it bases its findings and conclusions must have been actually introduced as such at a formal and proper hearing.

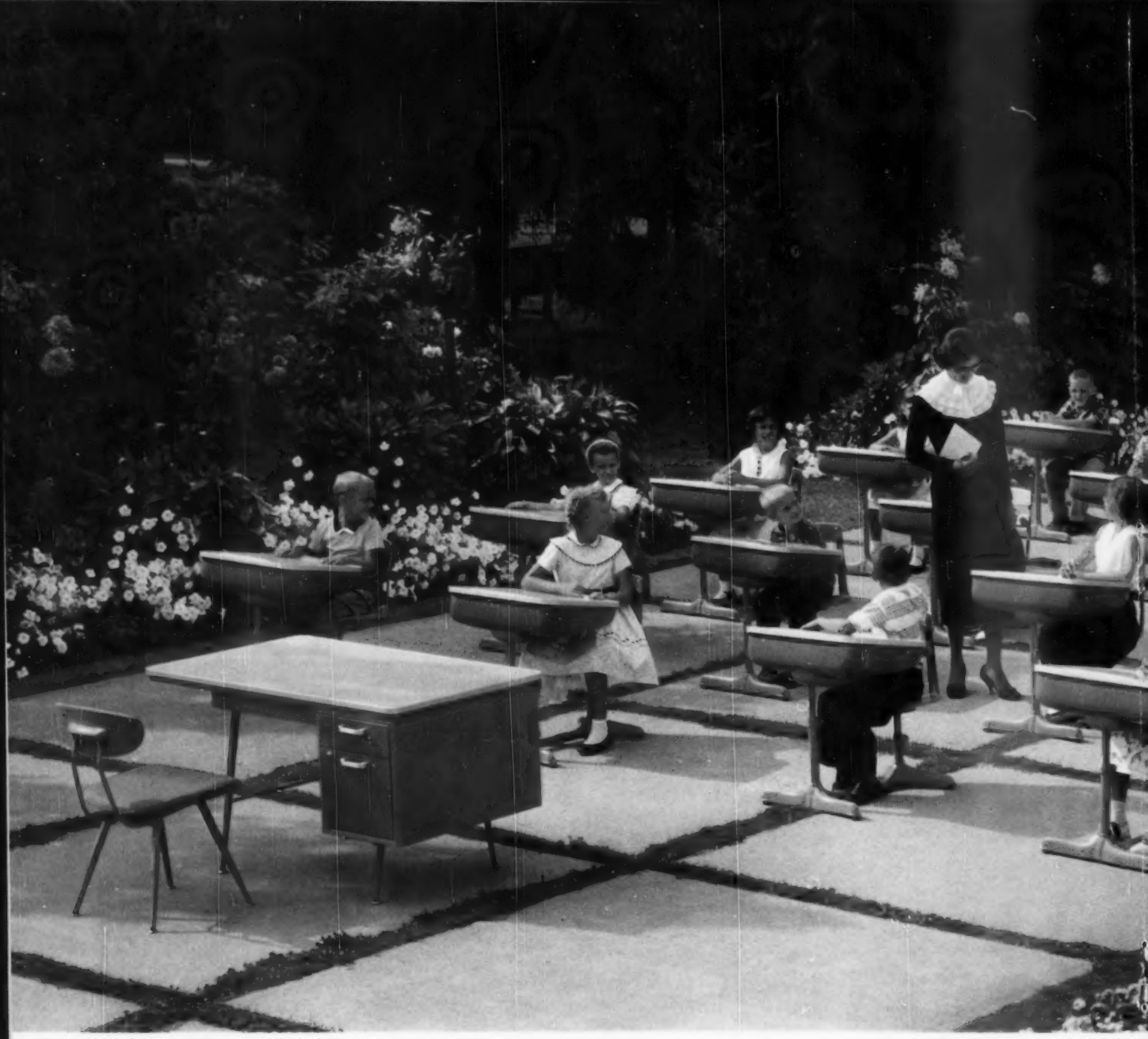
Fourth, the record of a board hearing should not only recite that the required evidence was heard or merely give its substance, but must encompass and preserve an actual transcript of the evidence as presented, and must make appropriate reference to the fact that the witnesses were examined under oath.

Fifth, technical errors in the proceedings before an administrative agency will not constitute grounds for the reversal of the administrative decision by the courts unless it appears that such error or failure materially affected the rights of one of the parties and resulted in substantial injustice to him.

[1] *Wauconda Twp. High School Dist. No. 118 v. County Bd. of School Trustees of McHenry County et al.*; cited as 141 N.E. 2d 52 (Ill.) (1957) in the West *National Reporter System*.

IF CLASSES WERE HELD OUTDOORS . . .

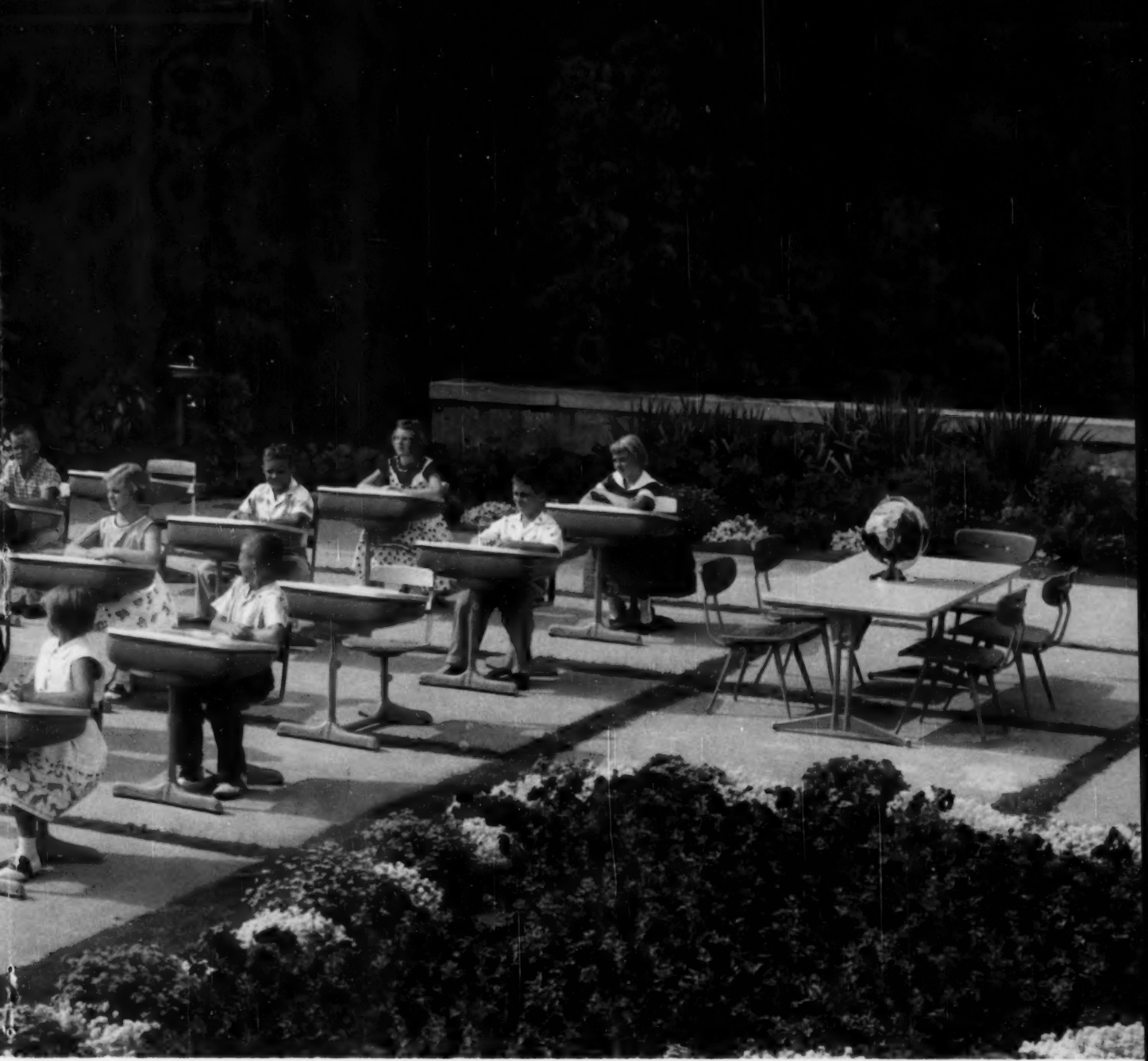




If your school furniture were "on display" every day like this . . .

You'd buy American Seating furniture every time!

Copyright 1957, American Seating Company.
American Seating products are fully covered by
patents and patents pending.



Beautiful scenery? Yes! And beautiful furniture, too! These American Seating No. 534 Universal Desks will dress up any classroom. So will this No. 560 Teacher's Desk (left). In fact, no matter what type of furniture you select from American Seating's complete line, you can be sure of the greatest values in every price range. Ask your American Seating representative.

Point is—if everyone, particularly parents, could see children (and teachers, too) sitting pretty like this each day, you would buy American Seating fine school furniture every time.

Not only does American Seating furniture sit well and wear well, but it is functional, adaptable, colorful; has more postural advantages and structural features than any other school furniture. And experience proves it lasts longer.

Consequently, American Seating furniture is the most economical school furniture you can buy. No wonder American Seating furniture outsells *every* other make of school furniture.

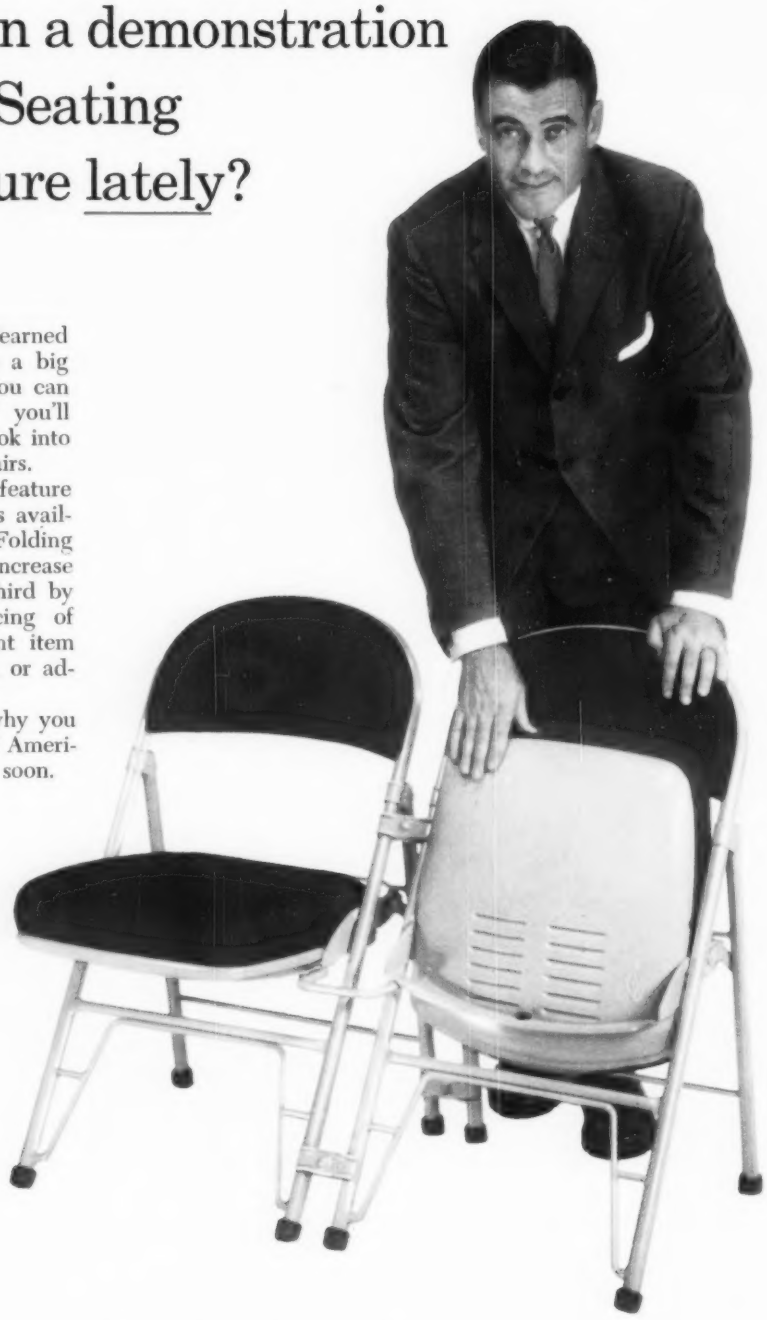
You owe it to your school, your community, and yourself to see a demonstration of American Seating fine school furniture . . . *soon*. Arrange for one *today*. American Seating Company, Grand Rapids 2, Mich.

AMERICAN SEATING®

The standard by which all other public seating is measured

CLASSMATE® SCHOOL FURNITURE • UNIVERSAL® SCHOOL FURNITURE • ENVOY® SCHOOL FURNITURE
BODIFORM® AUDITORIUM CHAIRS • STADIUM SEATS • CHAPEL FURNITURE • FOLDING CHAIRS AND TABLES

Have you seen a demonstration of American Seating school furniture lately?



Thousands of buyers have learned (the hard way) that there is a big difference in folding chairs. You can profit by their experience if you'll "look before you buy"—and look into American Seating Folding Chairs.

Take the independent-fold feature shown here, for example. It is available on all American Seating Folding Chairs, and it enables you to increase seating capacity almost one-third by permitting back-to-back spacing of only 30". A mighty important item where room is at a premium, or admission is charged.

And it's one more reason why you should see a demonstration of American Seating fine furniture . . . soon.

● **MAIL COUPON TODAY to arrange for your private demonstration.**

AMERICAN SEATING COMPANY • GRAND RAPIDS 2, MICHIGAN

☐ Please send full-color school catalog. ☐ Please send full-color church catalog.

☐ I would like to see a demonstration of American Seating school furniture.

☐ Please have your representative contact me.

Name_____

Title_____

School_____

Address_____

City_____ Zone_____ State_____

AMERICAN SEATING®

The standard by which all other public seating is measured

CLASSMATE® SCHOOL FURNITURE • UNIVERSAL® SCHOOL FURNITURE
ENVOY® SCHOOL FURNITURE • BODIFORM® AUDITORIUM CHAIRS
STADIUM SEATS • CHAPEL FURNITURE • FOLDING CHAIRS AND TABLES

Find Your Nearest Representative in the Yellow Pages

SCHOOL LUNCH TRENDS

(Concluded from page 52)

period of years have shown that advanced training for school lunch administrative staff is needed and desired.

This proposed internship was presented to the executive committee of the American School Food Service Association at their annual meeting in St. Louis in November. They gave their approval to this initial plan.

The internship is designed to give the intern a degree of proficiency in operation of school food service units and includes work in organization, management and personnel relations; food production, including a study of newer trends in nutrition and food preparation, standardization of recipes, time and motion studies, writing and understanding specifications for food products and supplies, purchasing of foods, menu planning for school cafeterias, and food cost accounting and controls; layouts and equipment for school food service areas, and business communication techniques.

Those accepted for the internship will spend a minimum of two semesters or one semester and two summer sessions on the Oklahoma State University campus enrolled in the graduate school. A definitely outlined course will be taken including some practical work in the university food units during residency. In addition, there will be required at least 18 weeks of practical experience in specified public school food service units during the course.

At this time, the Oklahoma City school cafeterias is the only school food service organization that has definitely signified they will actively participate in the program. Other systems are considering joining the plan.

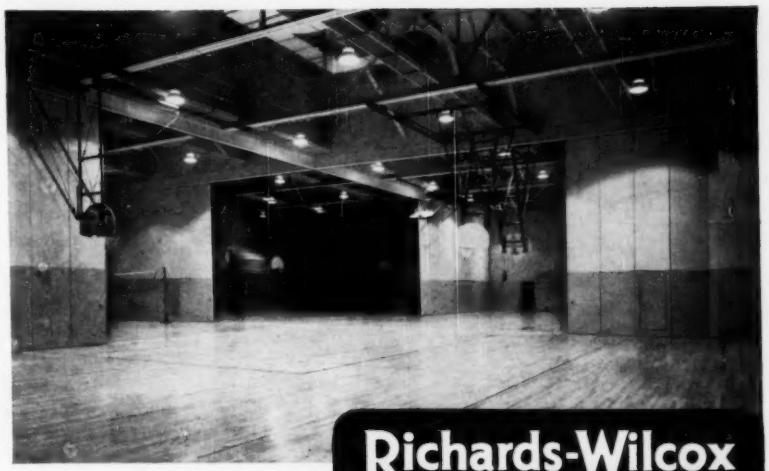
The majority of the required college courses will carry graduate credit. After the intern has demonstrated that the quality of her course work is of graduate caliber, she may, if she so desires, apply for admission to a program leading to a master's degree with a major in institution administration. Plans for the additional course work necessary for meeting university requirements for such a degree will then be worked out between the applicant and her major adviser or committee, and proper papers filed in the graduate school office.

An applicant for entrance to the internship for school food service supervision must be a graduate of an accredited college or university with a bachelor's degree with a major in home economics. The applicant will be expected to present credit in inorganic, organic chemistry, and in food chemistry or qualitative and/or quantitative analysis; a specified number of hours of credit in institutional foods; and will have had some experience in school lunchroom operation or the equivalent.

Several of the administrative dietetic internships under the sponsorship of American Dietetic Association offer courses in school food service. It has been the desire of the American School Food Service Association, however, to sponsor a program which will give a greater concentration of training in the administrative aspect of school cafeteria operation.

Inquiries for further information, including application forms, may be directed to Miss Mary E. Leidigh, associate professor of food, nutrition and institution administration, who will serve as director of the internship, Oklahoma State University, Stillwater, Okla.

APRIL IS USO MONTH
A HOME AWAY FROM HOME AROUND THE WORLD



4-way R-W "FoldeR-Way" Partition
Janesville, Wisconsin Senior High School
Law, Law, Potter and Nystrom, Architects

Richards-Wilcox
FoldeR-Way
FOLDING
PARTITIONS
for ★ GYMNASIUMS
★ AUDITORIUMS
★ CLASSROOMS

R-W Aluminum "FoldeR-Way" Partition
West Senior High School, Aurora, Illinois
Childs and Smith, Chicago, Architects

Deluxe veneered R-W Partition with chalkboard
University of Pittsburgh, Pittsburgh, Penn.
Schmidt, Garden & Ericksen, Chicago, Architects

R-W "FoldeR-Way" classroom divider
Grace McWayne School, Batavia, Illinois
Raymond A. Orput, Rockford, Architect

R-W Folding Partitions effectively and economically solve the problem of dividing space and allow you to efficiently utilize every available foot of valuable floor space. Ideal for dividing gymnasiums, auditoriums and classrooms to meet the changing needs of various sized groups. R-W sound insulated Folding Partitions can be furnished in all types and combinations of wood, vinyl, metal or duck covering to meet your decorating plan. Available in a type and size to meet almost any conceivable situation . . . manually or electrically operated.

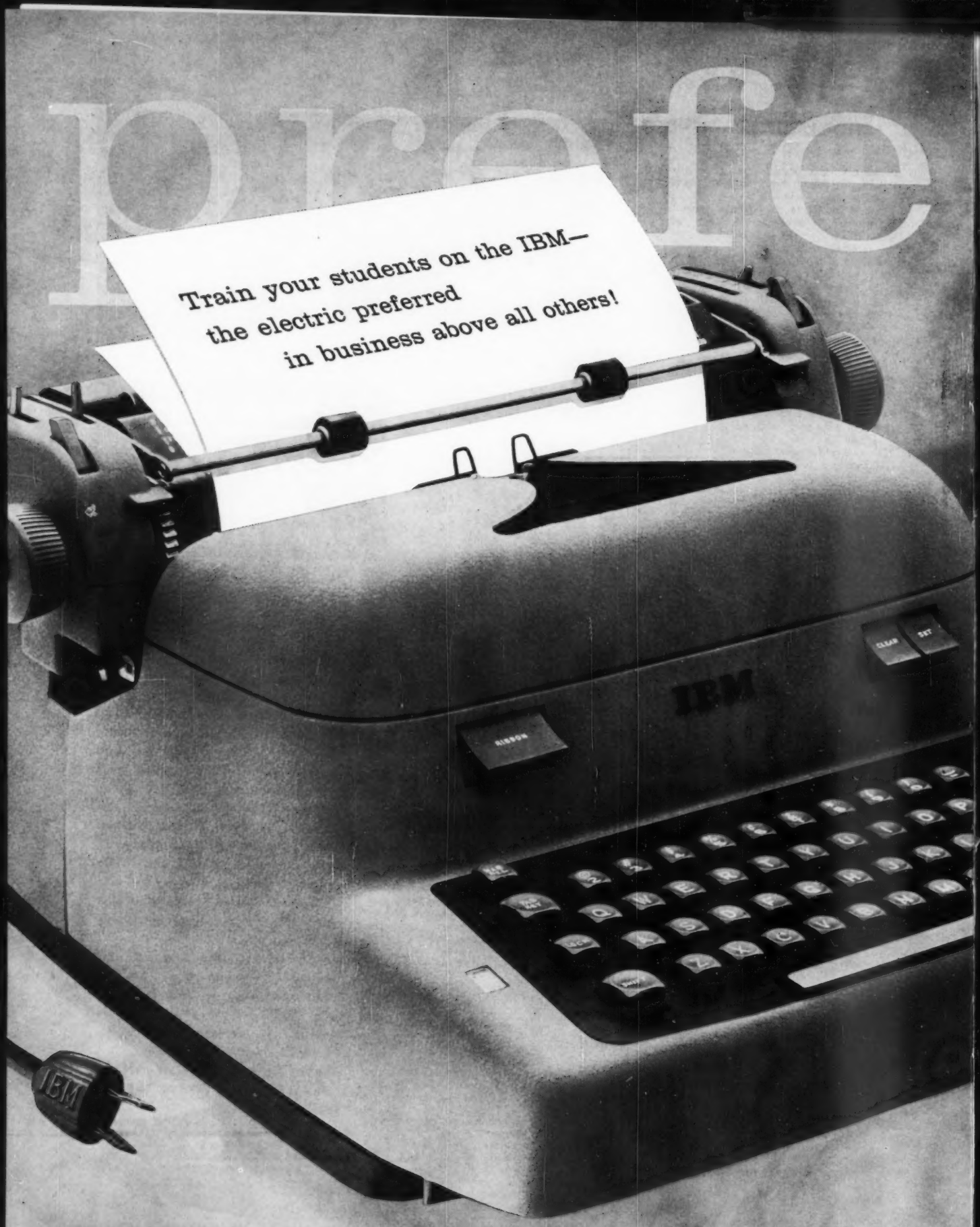
Contact your local R-W Sales-Engineer . . . he will survey your problem and recommend the right type and size "FoldeR-Way" Partition to do the job . . . there's no obligation involved for this R-W service.

SEE OUR CATALOGS IN SWEETS
PARTITIONS 22d/Ri WARDROBES 23d/Ri

NOTE . . . R-W also manufactures a complete line of top-quality Wardrobes for schools, churches and institutions. Write today for complete information.

Richards-Wilcox
MANUFACTURING COMPANY
"SCHOOL EQUIPMENT DIVISION"

510 W. THIRD STREET, AURORA, ILL. • Branches in Principal Cities



25 YEARS AGO IBM introduced its first electric typewriter . . . this year IBM continues its leadership

rred

From classroom to office, the switch is to electrics—and the IBM is the favorite by far!

Yes, today the modern trend in business is to electrics—and IBM is the *preferred* electric year after year. In fact, this year the one millionth IBM Electric will be made. Naturally then it's very important to train your students on the electric they're likely to use most!

School administrators will find its maintenance cost surprisingly low, too. The reason? The IBM is the simplest electric in design and operation—the most dependable in performance.

Your IBM representative will show you the amazingly low per-student cost of IBM Electrics for your school. Why not call him today?

IBM ELECTRIC TYPEWRITER DIVISION 25 1933-1958

IBM ELECTRIC TYPEWRITERS

with its one millionth electric typewriter!

PERSONAL NEWS

ARIZONA

A new five-member school board has been inducted into office in Union High School Dist. No. 4, Yavapai County. The members are **Rev. Perry Jackson, Robert Weiss, Clarence Beale,** and **Ed King.**

Duncan Butler is the new president of the Casa Grande board.

C. C. Murphy is president of the Clovis board.

Philip Von Ammon has been elected president of the Scottsdale board.

Mrs. Donna Stanley is the new president of the Nadaburg board at Wittmann.

Dr. Taylor Hicks, Prescott, has been elected president of the Arizona School Boards Association.

ARKANSAS

Dan L. Pilkinton is the new superintendent at Arkadelphia.

CALIFORNIA

Wilbur Barr has been elected president of the Santa Ana board.

Dr. Robert E. Jenkins is the new superintendent at Pasadena, succeeding Stuart McComb.

GEORGIA

Dr. Claude Purcell has been appointed State Superintendent of Public Instruction, to succeed M. D. Collins.

Supt. W. H. Shaw of Muscogee has been given a new four-year contract and an increase of $3,000 a year.

Julius Gholson has been elected assistant superintendent of Bibb County schools.

INDIANA

Ralph W. Husted is the new president of the board of education at Indianapolis, Ind. **Mrs. Louis A. Weiland** was named vice-president. Three new school board members include **Mrs. W. L. Appel, Mrs. Louis A. Weiland,** and **William A Leak.**

ILLINOIS

Supt. F. C. Thomas, Barrington, has resigned after a service of 33 years as teacher and superintendent.

IOWA

Weldon Smith is the new superintendent at Troy Mills.

KANSAS

Joe McFarland has been elected superintendent at Turon.

LOUISIANA

F. Lynden Couvillion has been elected superintendent of the Avoyelles parish schools, Marksville, La.

J. E. Picher has been elected superintendent of the Webster parish schools at Minden.

Dr. H. B. Hewitt, Lake Charles, has been elected president of the Louisiana School Boards Association.

MICHIGAN

Jerry J. Gerich, Arlington, Va., has been elected principal of the Grosse Pointe high school.

MARYLAND

Supt. C. Taylor Whittier, of Montgomery County, has been given an increase in salary.

NEBRASKA

Dale Ball has been elected superintendent at Grand Island, to succeed E. G. Johnson.

NEW JERSEY

Frank H. Wimberley is the new president of the Trenton board.

Neal Slack has been elected president of the Millville board.

Dr. Tevis Goldhaft is the new president of the Vineland board.

George Blood has been elected president at Linwood.

Dr. Rocco M. Nittoli is the new president of the Elizabeth board.

Gerard A. Marra, Sr., is the new president of the Secaucus board.

Charles A. Ficken has been elected president of the West New York board.

Dr. Edward J. Carlin is the new president of the Rahway board.

NEW YORK

Dr. William Jansen, who is retiring September 1 as superintendent of the New York City schools, has accepted a position as vice-president of Management Services Associates, 93 Worth St., New York.

Dr. Lawrence V. Dodd, former superintendent of Union Free School Dist. No. 15 in Nassau County, died of a heart attack on February 9.

Rev. John M. Coleman, a member of the New York board of education, has presented his resignation, giving ill health as a reason.

OHIO

Paul W. Hydell has been elected assistant superintendent at Chillicothe.

William Kyler is the new president of the Jeromesville board.

Arthur Tolley has been elected acting superintendent at Trenton, to succeed Robert Wearly.

OKLAHOMA

Howard Welborn is the new superintendent at Grandfield.

Burl Thompson has been elected superintendent at Waurika.

W. R. Buster has been elected a member of the Sayre board to succeed Jewell Burden.

Three members of the Oklahoma City board of education have been re-elected for new terms. They are **Otto F. Thompson, Jim Wright,** and **Phil C. Bennett.**

JUST OFF THE PRESS AND FREE!

Not just a catalog, but a tremendously helpful laboratory planning aid showing actual installations and a complete line of functionally-designed, craftsman-built educational furniture. Perimeter tables, instructors' desks, student tables, fume hoods, laboratory sinks, special purpose units, fixtures and accessories.

And it's profusely illustrated and packed with specifications, detailed descriptions of every unit, and other helpful data. Send now for your FREE copy of KEWAUNEE-TECHNICAL's new catalog. In it, you'll find the equipment you need to make your lab efficient and stimulating. Ask for Section 5-1958.

REPRESENTATIVES IN PRINCIPAL CITIES

Kewaunee / Technical

KEWAUNEE MANUFACTURING CO.
5009 S. Center St., Adrian, Mich.

TECHNICAL FURNITURE, Inc.
Statesville, N. C.

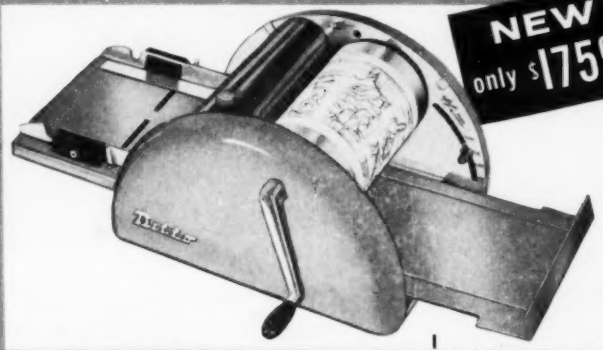
Exciting News from DITTO®

THREE NEW DUPLICATORS ESPECIALLY DESIGNED FOR SCHOOLS

These masterful new teaching aids add new dimensions to school duplication. They anticipate every school need from speed and precision to economy and versatility.

They make copies of anything you write, type, draw or trace on a DITTO Master... on any weight of paper or card stock from 3″ x 5″ to 9″ x 14″... in 1 to 5 colors at once... at 120 copies a minute... up to 300 bright copies from each master. Masters may be re-used until entire dye deposit is exhausted... "Magic" copy control meters correct amount of fluid for varying size copies... Fingertip adjustment registers master-to-copy instantly... Copies are delivered face-up and dry. Tray adjusts for varying size copies, disappears when not in use... If blockouts are used they attach instantly to the slotted drum... Stainless steel parts resist corrosion... Fluid level indicator and counter provide a constant automatic check on operation... and the handsome grey-and-green finish is pleasant to see and work with!

Use the coupon for work samples and a demonstration on your work in your school!



Low-priced hand operated DITTO D-20

...and here, REVERSING THE PRICE TREND, is the new precision-built hand operated DITTO D-20.

Priced so low that all schools can fully enjoy the teaching and administrative values of fine DITTO duplication.

Makes up to 300 bright copies of anything you type, write, draw, trace on a DITTO Master... Makes copies on card or paper, 3″ x 5″ to 9″ x 14″... in 1 to 5 colors at once... at 120 copies a minute. Has Magic Copy Control, corrosion-resisting stainless steel parts. See a demonstration in your school—use the coupon.

DITTO®

Your Single Source of Everything in Duplication

DITTO, Inc. 3482 Pratt Avenue, Chicago 45, Ill.
Ditto of Canada, Ltd., Toronto, Ontario
Ditto (Britain) Ltd., 126/128 New King's Rd., Fulham, London, S.W. 6, England

Please send me samples duplicated on the new DITTO ☐ D-30 ☐ D-31 ☐ D-20
☐ Arrange demonstration of the machine I've checked above

Name, Title_____
Firm_____
Address_____
City_____ Zone____ State/Prov._____

INTRODUCING *Newport*

SPLAYED BACK, "WALL-SAVER" LEGS AND PROTECTED BACK.

MOLDED DENSA-CORE SELF-EDGING, PLASTIC TOP WITH LAMINATED MELAMINE SURFACE.

LARGE, SUPER-SILENT GLIDES PERMANENTLY ATTACHED.

7-PLY, HIGHEST GRADE HARDWOOD VENEER SEAT AND BACK WITH MOLDED COMPOUND CURVES.

STURDY, TUBULAR RIVET ASSEMBLY OF SEATS AND BACKS TO FRAMES.

DURABLE, BAKED ENAMEL FINISH.

⅞" 16 & 18-GAUGE TUBULAR STEEL FRAMES.

DEEP, TRUE SADDLE IN SEAT.

FULLY WELDED CONSTRUCTION.

WRITE TODAY for your complete catalog of NEWPORT School Furniture.

HEYWOOD-WAKEFIELD COMPANY
School Furniture Division
Menominee, Michigan
Gardner, Massachusetts
Newport, Tennessee
Orillia, Ontario, Canada

A NEW LOW-PRICED LINE WITH TRADITIONAL HEYWOOD QUALITY

Priced to fit the modest school budget and ruggedly built with quality materials to keep maintenance and replacement at an absolute minimum, NEWPORT is today's soundest investment for the economy-minded school system. Incorporating many construction features found only in higher-priced lines, NEWPORT is available in a wide variety of units in scientifically graded sizes:

- **All-Purpose Chairs**
- **Open-Front Table-Desks**
- **Lifting Lid Table-Desks**
- **Tablet Arm Chairs**
- **Tablet Arm Study-Top Chairs**
- **Movable Study-Top Chair Units**
- **Movable Desk and Chair Units**

HEYWOOD-WAKEFIELD
EST. 1826

THE SCHOOL SCENE

(Concluded from page 10)

attack. The radiological monitor will be trained to give a detailed report and to properly evaluate, supply, and distribute data on radioactivity during an emergency.

The classes consist of 11 sessions, from 7 to 10 p.m., and one six-hour field exercise, making a total of 39 hours' class instruction. Two college credits will be given to those completing the course.

POLIO VACCINATION COMPULSORY

The Phillipsburg, Pa., school board has passed a rule making polio vaccination compulsory for all new students. The ruling states that no child will be admitted as a first-time student unless he can present a certificate of vaccination.

SCHOOL POLICY AND ADMINISTRATION

AN EVALUATION OF SCIENCE TEACHING

What objectives should be kept in mind when studying how well science and mathematics are being taught by the local school district?

In evaluating its high school's mathematics and science departments, the Griffith, Ind., district, under the direction of superintendent Eldon Ready, will use teacher, administrative, community, college, and industrial personnel to determine:

1. How to identify highly capable students and how to give these students greater learning opportunity?
2. Do bright students avoid advanced science and mathematics courses now being offered; if so, why?
3. How can junior high and elementary science offerings be tied in, and is mathematics and science interest being encouraged at these levels?
4. What should a follow-up program be to determine "what happens" to science-mathematics students after high school?
5. Are industrial aids and assistance, audio-visual devices and educational TV, science fairs, science-mathematics meetings being adequately used?
6. How well equipped are the mathematics classrooms and science laboratories?
7. Do the teachers have sufficient training, confidence, and skill to teach elite students without taking refresher training courses?
8. What should be done, in improving science-mathematics instruction, not to downgrade other curricular offerings and lessen efforts with the average students?

TO REACH THE GIFTED

Concern for education of the gifted child is being reported by more and more local school districts. How can the bright student be identified? How can his special needs be met? — are questions schools are seeking to answer by undertaking extensive surveys. Along with some of these surveys have come written reports on school projects for the mentally advanced.

Several excellent reports have been filed in:

- Wilmington, Del. "Introduction to Education of Able Students, in Wilmington, Del." covers a three-year study of education of superior children. Object: to explore and evaluate procedures for more adequately meeting the needs of pupils with superior abilities. Studied: such aspects as identification of talented youth, educational programs, use of ability grouping, acceleration, guidance services, etc.
- Cincinnati, Ohio. "Challenging the Able Leader in the Intermediate Grades" contains many ideas for enrichment of the program for advanced pupils in the intermediate grades. It offers a list of challenging activities for adaptation by the classroom teacher.
- Pittsburgh, Pa. "Planning for the Mentally Advanced in Pittsburgh Schools" discusses programs for mentally advanced pupils, considering size of school, physical facilities, instructional equipment abilities and attitudes of teaching personnel, organization of instruction, and size of the group. Attention is given to special projects, including field trips, research, individual reading programs, use of school libraries, special interest clubs, introduction of second language.

GUIDANCE AND COUNSELING

Excellent results in leading graduates of the elementary schools to enroll for worthwhile courses in the high school have resulted from a program of discussion groups, carried on under the direction of Supt. L. J. Jauser by Principal J. W. Bloom of the Riverside, Ill., junior high school. The work done during the past two years by Mr. Bloom has consisted largely of guidance and individual counseling to assist pupils in planning their high school courses. The capabilities and needs of pupils were evaluated through tests and individual conferences by Supt. Hauser and Principal Bloom.

Boys and girls were urged against choosing high school courses because they are easy or popular, but were told to select them for personal benefit. Mr. Hauser stressed the importance of English, the value of foreign languages, and the opportunities to be found

(Continued on page 72)

Why— BERLIN EZ-A-WAY BLEACHERS...

-are in a "Class by Themselves"

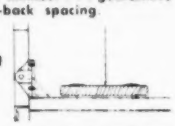
The myth that heretofore prevailed has been broken. The Berlin Chapman Company's completely revolutionary interpretation of the function, versatility and engineering excellence of mechanical folding bleachers has been proven. Mechanical folding bleachers are no longer classed as comparable. Design superiority, material content and ease of operation justify price differential in bleachers the same as it does in products of other industries. Inferior products have always plagued the American market, whether it be in school equipment, home appliances or farm machinery. Price alone has given the manufacturers of inferior products their foothold. The difference between worth and cost of an item is often times not evaluated. Therefore, many of us are fooled, but few of us more than once.

Now we invite you to thoroughly investigate bleachers before making your purchase. A few of the features that make the Berlin EZ-A-WAY Bleacher the most outstanding in the field are shown here . . . study and evaluate their function and note how they, in combination with other features, justify your choosing the Berlin EZ-A-WAY for your new gym or your present facility. All Berlin EZ-A-WAY bleachers are custom built to your requirement . . . they are not stock items and extreme care is taken to assure that your installation will be outstanding and in perfect accord with your desires.

Contact us for more specific or detailed information about Berlin EZ-A-WAY bleacher. We will appreciate an invitation for one of our representatives to explain to you its many desirable features. Write for technical information as well as other facts to assist you in deciding upon which is the best bleacher to buy for your purpose..

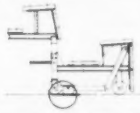
Perfect alignment through opening and closing process . . . ties together each vertical support member . . . guarantees correct front-to-back spacing

Slide Arm Bracket



Perfect adjustment with horizontal member that can be adjusted up or down to assure free floating and easy-to-operate unit . . . developed to offset any floor irregularities so that bleacher can be used without sacrificing safety, ease of operation or unsightly maladjusted section.

Original members are made of "I" beam structural steel and easily float above vertical support member to give you the safest, sturdiest type of bleacher manufactured today. This engineering feature utilizes the natural flex to steel in lieu of springs, linkage, other retractable or moving parts . . . cuts maintenance to a minimum . . . assures you almost perpetual maintenance-free bleacher.



Positive floor lock holds bleacher in extended or closed position without marring the floor or using any floor plates or attachments . . . floor brake cannot operate without front riser board in raised position.

BERLIN SEATING ENGINEERS

BERLIN · WISCONSIN

LEARN ABOUT VIRCO

Outstanding for its many special uses, is the new Virco #287 Chair Desk. It's popular with students because of its comfort, spacious writing area and its easy in and out access because of its shaped desk area. School administrators appreciate the high design, quality construction and above all its versatility. Strong tubular steel construction, maintenance-free Vircolite Plastic Tops of quality and double strength fusing and brazing are extra value features found in all Virco School Furniture. Wood finished in Natural or Tan Birch Face. Metal frames finished in baked-on enamel Sun Tan, Aqua, Blue or Coral. All Folding Furniture and School Furniture manufactured by Virco is always sold on the basis of **guaranteed satisfaction.** Write today for a catalog of our complete line of School Furniture. Virco Manufacturing Corporation, P.O. Box 44846, Station "H," Los Angeles, California, or Virco Manufacturing Corporation, Conway, Arkansas.

VIRCO

THE SCHOOL SCENE

(Continued from page 70)

in the fields of science and mathematics. The importance of developing good study habits and of working to earn good grades in school were stressed.

Attention was also directed to the difficulty of meeting standards required for continued study and the acquisition of a degree. Students whose grades are borderline or just fair will have difficulty in gaining admittance to higher institutions of learning.

Scholarships available locally through local business and industrial organizations were called to the attention of students even before they entered a high school.

Both Supt. Hauser and Principal Bloom reported they were very much impressed with the interest aroused among the students and the large percentage of eighth graders who have made definite plans for their educational and vocational futures.

SCHOOL STAFF

HOW TEACHERS' SALARIES HAVE INCREASED

The Governmental Research Institute, Hartford, Conn., which supplies a service to local school systems, has issued a report showing how much teachers' salaries have increased in 1957–58. From 1952–53 to 1957–58, it is shown that the minimum salary for a Hartford teacher with a bachelor degree has increased from $2,854 to $3,750; the maximum has increased from $4,954 to $6,610, or 31.4 per cent and 33.4 per cent, respectively.

A teacher in the fifth step of the bachelor degree schedule now receives $5,950, an increase of 72.3 per cent in five years; if she is paid as provided under the 1958–59 schedule, she will receive $6,200; if the board's new plan becomes effective, she will be paid $6,700, or 94 per cent more than she earned in 1952–53.

Teachers who were in the various steps of the 1952–53 plan, have advanced by differing amounts: from $2,856, or 71.6 per cent, to $1,656, or 33.4 per cent for teachers who were at the bachelor degree classification. The range for teachers in the seventh step varies from $3,226 for teachers in the seventh step, to $1,726 for those at the maximum in the master group.

(Continued on page 74)

WISE PLANNING BY THE BISHOP, TEX., BOARD

A "continuing building program" of providing a few classrooms each year has meant no half-day sessions for the Bishop, Tex., schools. Due in part to conservative planning, the district enjoys a sound financial position; the bonded indebtedness is relatively small and recent bond issues have been sold for low interest rates. Present members of the Bishop board include, left to right: (standing) D. C. Lee, Jr.; T. I. Brown, Jr.; Hugh Bowers, secretary; Paul M. Elliott, Jr., A. J. Burditt, tax collector and business manager; (seated) Al A. Theis, vice-president; J. S. Harlan; J. H. West, president; and superintendent R. S. Morgan.

HOLDEN BOOK COVERS

can definitely reduce the per pupil cost of your textbooks.

They prolong the life of the book from one to three years.

The ever-increasing enrollment means an ever-increasing textbook budget.

The use of Holden Book Covers will help solve that problem.

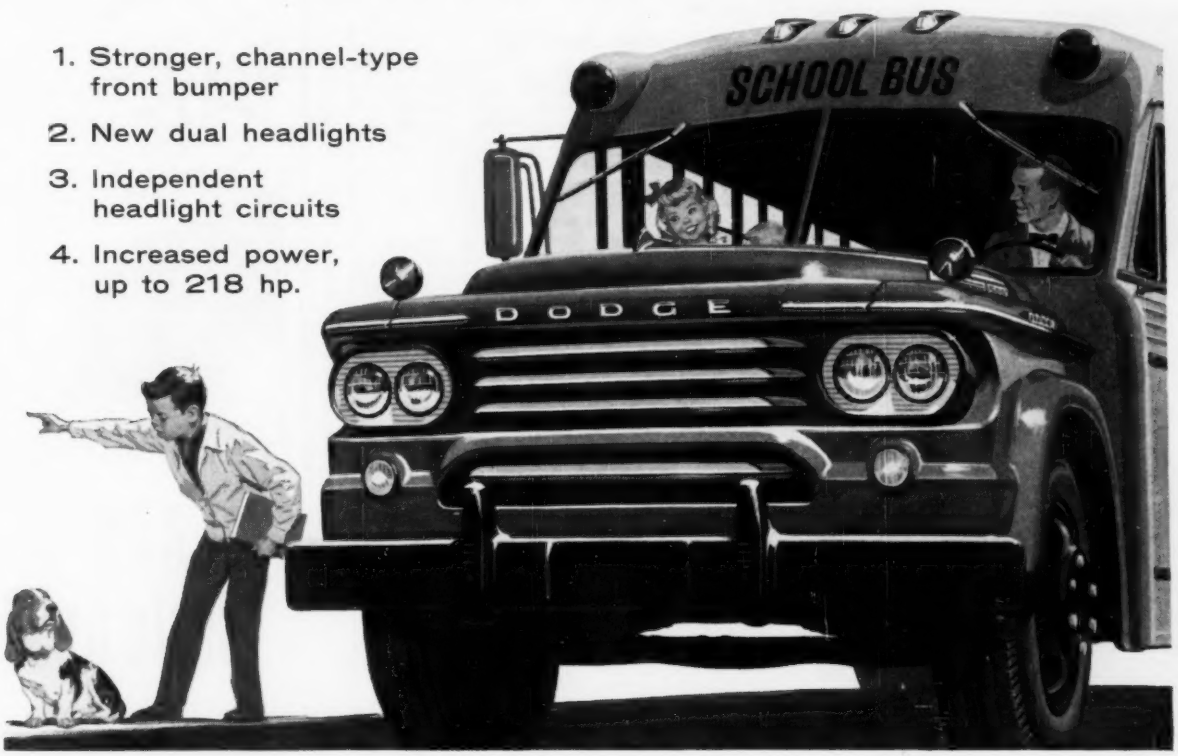
Holden Book Covers have been recognized as the standard in their field for over eighty years.

Be Thrifty, Buy Holden --- It Pays!

HOLDEN PATENT BOOK COVER CO.
Springfield, Massachussets

Only new '58 Dodge School Bus Chassis have all 12 of these quality features

1. Stronger, channel-type front bumper
2. New dual headlights
3. Independent headlight circuits
4. Increased power, up to 218 hp.



5. Double-wrapped front spring eyes
6. Full air brakes (available on S600 and S700 models)
7. Recessed safety steering wheel
8. Extra-sharp turning
9. Driver-adjustable hand brake
10. 6-speed Torqmatic transmission (opt.)
11. Increased brake lining area
12. Tubeless tires standard

Only *one* 1958 school bus chassis, the new Dodge *Power Giant*, offers the combination of high-quality features listed here. And they all add up to one big fact . . . Dodge provides extra safety and dependability for your school children.

Take brakes, for instance. Although Dodge brakes exceeded NEA requirements last year, the new 1958 brakes have *even more* lining area for additional stop power as well as extra brake-lining life.

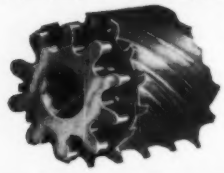
Certainly, it makes good sense to get the school bus chassis that gives you the most for your money. And when you check your Dodge dealer you'll find Dodge is among the very lowest in price. That's why it's the safest "best buy" for your school.

DODGE *POWER GIANT* SCHOOL BUS CHASSIS

accommodate standard bodies to carry 30 to 66 pupils

specify the sharpener with . . .

STEEL GEARS

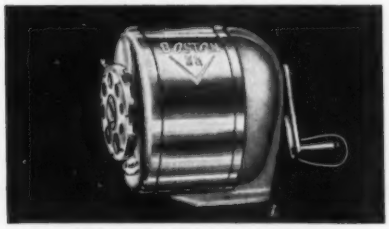


BOSTON

BOSTON KS

"Jack-of-all-trades"

- unequalled performance
- new, positive position on pencil guide
- no fall-out, no waste
- 25% more cutting edges—clean, sharp points
- strong "bridge-like design" stand with steel rack



BOSTON RANGER

"King of the heavy duty pencil sharpeners"

- 3 points adjust outside
- heavy-duty double bearings and Speed Cutters assure perfect points
- easy-locking stainless steel receptacle
- takes 6 pencil sizes—no waste

Send for free comprehensive school report on care, selection and use of sharpeners in schools—Booklet B.

BOSTON PENCIL SHARPENERS

C. HOWARD HUNT PEN COMPANY

Camden 1, New Jersey

THE SCHOOL SCENE

(Continued from page 72)

WEEKLY SALARY PAYMENT

In Lynn, Mass., a new payment plan for teachers will go into effect in September, 1958. The board amended its rules to provide that salaries of the teaching personnel shall be paid in weekly installments, beginning each year in September, and concluding in June, with a final lump-sum payment of all salary remaining for the balance of the year. It means that teachers will receive smaller portions of their salaries on each pay day until the last one in June when they receive a lump sum.

STAFF MEETINGS

In Bremond, Tex., the school board has adopted a policy of holding staff meetings each Tuesday afternoon. At these meetings the superintendent, J. Walter Baker, explains the school board policy to principals and department heads, and giving to them opinions reached in board meetings. Principals, in turn, review activities and problems encountered in their particular schools.

On the following Wednesday, a general faculty meeting is held in each school. At these meetings the principals review the meeting agenda, make notes, and offer suggestions.

At regular meetings, held on the first Tuesday of each month, a portion of the agenda is research from the results of the former meetings.

Under this plan, the board believes it possible to have a better informed faculty, administrative staff, and board. Teachers feel that their ideas and comments are of value. The plan prevents overemphasis of major problems and keeps everybody aware of the little things. It has strengthened the instruction program and has given teachers a feeling of importance.

A "KNOW YOUR TEACHER" COLUMN

In Liberty, Tex., a "Know Your Teacher" column was conducted in the local newspaper, with pictures of local teachers each week. The column was compiled at the end of the year and put into magazine form. The completed booklet was later distributed to faculty members and business and professional offices, which did much to create better relationships between the schools and the community.

SCHOOL BUILDING AND OPERATION

WHAT CAUSES SCHOOL FIRES?

A recent study of 300 public school fires made by the National Fire Protection Association of Boston, Mass., disclosed that most school fires occur when the schools are closed and unoccupied, usually at nighttime. Responsible for school fires were these factors: (1) electrical causes (34.5 per cent); (2) defective or poorly installed heating and cooking equipment (18.4 per cent); (3) incendiary, including vandalism (12.6 per cent); (4) smoking and matches (11.6 per cent); and (5) lightning (5.8 per cent).

Where schools were totally destroyed by fire, the study found these factors were attributable: lack of water for fire fighting, lack of private fire protection (sprinklers, etc.), and the presence of open stairways, nonfire-stopped walls, etc.

(Concluded on page 78)

BEST BUY IN

FLAGS for

SCHOOLS

BULLDOG—most famous name in cotton bunting flags—U. S., State and School flags for outdoors. Rugged, reinforced with nylon thread.

STATE FLAGS of complicated design now available in new Detco Process. Accurate and authentic in design and color. Very economical.

GLORY-GLOSS—U. S., School and State Flags for indoors and parades. Beautiful, lustrous and economical.

●

Ask about Dettra's movie "Our U. S. Flag"—The Freedom Foundation Award winning 16 mm color sound film . . . the ideal way to tell the story of our Flag.

●

For complete information call your local Dettra Dealer or write direct to—Dept. AJ

DETTRA FLAG CO., INC.

OAKS, PENNSYLVANIA

Flagmaker to the Nation for more than 50 years

No school should be without this

Very personal service

rest room vendors for

Kotex

sanitary napkins

Kotex sanitary napkins can always be available to students and teachers in handy, coin-operated vending machines. Available without charge, vendors for Kotex napkins provide a needed and appreciated service.

When you offer Kotex, you provide the sanitary napkin most women prefer. Only Kotex has Wondersoft—the gently spun covering that *won't rub, won't chafe* . . . and Kotex has the extra absorbency that's instant and complete.

Kotex sanitary products sponsor a complete educational program on menstrual education for both elementary and high schools, without charge. For information, fill in and mail the coupon below.

The vendor for Kotex sanitary napkins is a compact wall cabinet 20" high, 7" wide and only 5" deep. White enamel finish. Streamlined—easy to install.

Kotex and Wondersoft are trademarks of Kimberly-Clark Corporation

* * * * * * CLIP AND MAIL * * * * * * *

Kimberly-Clark Corporation,
Department Number AJ-48, Neenah, Wisconsin

_____ Please send me further information on vending machine service for Kotex sanitary napkins.

_____ Please send information on the Kotex Educational program.

NAME _____

ORGANIZATION _____ TITLE _____

STREET _____

CITY _____ ZONE _____ STATE _____

1958—Biggest school enrollment ever!

School overcrowded?..
Use Samsonite: ALL STEEL

This is Samsonite—the original all steel folding chair. Because it has electrically welded tubular steel construction... because actual tests proved conclusively that Samsonite can withstand over 1000 pounds (even a troupe of acrobats) without bending, without buckling, without sagging an inch—Samsonite is acknowledged the world's strongest all-steel folding chair.

But more than being the strongest folding chair, it's also the handsomest, coming in 11 beautiful decorator colors to enhance any surrounding.

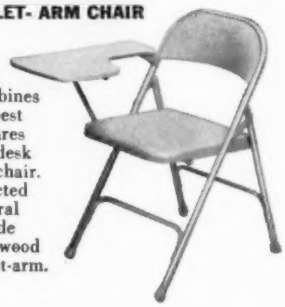
SAMSONITE FOLDING ARMCHAIR

Padded and upholstered vinyl seat, back, and armrests.

SAMSONITE PADDED CUSHION CHAIR

Buoyant seat padding upholstered with damage-proof vinyl covering.

SAMSONITE FOLDING TABLET- ARM CHAIR



Combines the best features of a desk and chair. Selected natural blonde hardwood tablet-arm.

. . conserve precious space!

world's strongest, safest FOLDING CHAIRS

NO TIPPING

Stand or jump on any part of the Samsonite seat. Self-adjusting hinges prevent tilting, compensate for uneven weight balance.

EXTRA SAFETY

Fold it and unfold it. Samsonite can't nip your fingers. No sharp edges to catch or snag your clothing.

CHIP-RESISTANT FINISH

All parts are rendered rust-resistant and finished in chip-resistant enamel, baked to a silken, durable finish.

Samsonite

also makers of
Samsonite Classroom Furniture

WRITE TODAY

for your free Samsonite all-steel folding chair catalog containing valuable information, specifications, color ranges, special features, or see your Samsonite salesman, now.

NAME_____ POSITION_____

ORGANIZATION_____

ADDRESS_____

CITY_____ ZONE____ STATE_____

Write To:
SHWAYDER BROS., INC.; Institutional Seating Division
Detroit 29, Michigan, Dept. AM-4

THE SCHOOL SCENE

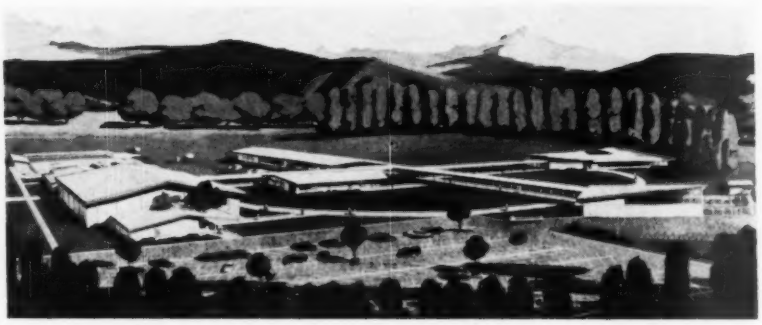
(Concluded from page 74)

NEW YORK CITY'S BUILDING PROGRAM

A total pupil enrollment capacity of 51,676 pupils is forecast in the New York City newly-approved building program.

According to Charles J. Bensley, head of the buildings committee, the 1958 capital budget provides an allocation of $96.9 million for new schools and related work. Contracts have already been awarded for 23 new projects, providing 19,042 capacity. Plans for 23 additional projects providing 20,300 capacity are on the planning boards, and sites have been acquired for 11 projects with 12,334 capacity.

Despite the stringency of funds and the fact that the city is reaching its debt limitation, the board of estimate has again demonstrated that more and better school accommodations are vital to community growth and progress.



Maximum flexibility for future orderly expansion and in multi-purpose of a large percentage of the areas have been achieved in the new Cuyama Valley high school, Santa Maria, Calif. The campus-type plant will serve slightly less than 100 students at the outset, as well as the recreational and social needs of the community. The four "buildings" include: auditorium - gymnasium - library - administration; homemaking-cafeteria; academic; and shops. Architects for the one-million dollar school were Daniel, Mann, Johnson & Mendenhall, Los Angeles, Calif.

SCHOOL BUSINESS

BOND ISSUES IN CALIFORNIA

California voters have exhibited a healthy "show me" attitude toward school bond issues during 1955–56 and 1956–57. During the two years, 629 school bond proposals were put to vote of the people for bond issues totaling $600,000,000. Of these, the voters approved 500 bond issues for a total indebtedness of $496,500,000, and they disapproved 129 issues for a bonded indebtedness of $108,000,000.

There were 61 fewer bond elections in 1956–57 than in 1955–56, but the dollar volume of bond proposals in 1956–57 was $34,824,300 greater than for 1955–56.

TRENDS IN SCHOOL COSTS

The recent leveling off of the 20-bond yield of municipal bonds is indicated by the fact that the 3.05 per cent rate reported by a recent *Bond Buyer* for February 20, 1958, compared very favorably with the 2.98 per cent reported for this date a year ago. A drop in school bond sales, however, between January, 1958 ($217 million) and January, 1957 ($299 million) was also reported.

A Department of Labor review of new construction in 1957 showed that public school building scored an 11 per cent rise to $2.8 billion from 1956—a rate of increase that was 2½ times the gain shown between 1955 and 1956.

In January, 1958, as a continuation of this steady rate, Dodge reported contracts let for new school building at a total valuation of $214,092,000. The figure for January, 1957, was approximately $299 million.

UTILITY UNIT

No. VU-106

Ideal multi-purpose Utility Rack for use in: libraries, study rooms, shops, laboratories, etc. Will hold books, laboratory equipment, shop equipment, art supplies, stationery, etc. For complete selection of equipment for use in schools and institutions, write for free Catalog

WRITE DEPT. SB-4 for your FREE copy of the NEW RHC Spacemaster 57-S Catalog.

REFLECTOR HARDWARE CORP.
VISIT OUR NEW YORK SHOWROOM

MAIN OFFICE AND FACTORY
1400 N. 25th AVE.
MELROSE PARK, ILL.

NEW YORK OFFICE AND SHOWROOM
225 W. 34th STREET
NEW YORK 1, N. Y.

RHC Spacemaster equipment

Wouldn't your school be better off with

Planned Facilities

IN YOUR MUSIC DEPARTMENT?

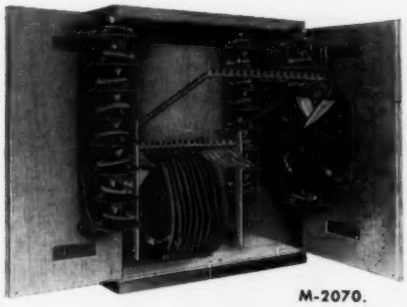
As a modern educational facility, the Music Department needs a long, studied look by school planners. With band, orchestra, and chorus playing so important a part in school and community activities — and with such high-cost inventory involved — music education merits more than just storage rooms with catch-as-catch-can shelving, cupboards, and racks for expensive equipment.

Sheldon has developed an educationally correct program of planning and facilities for music education. Included are floor plans with storage closets eliminated, studies of acoustics and recommended treatments, and a complete line of specially designed storage cases for uniforms, gowns, and instruments. No other source has ever offered music education facilities of comparable scope.

This program is engineered with the Sheldon "Opportunity Dimension" — so new, so complete, so comprehensive in its concept of music education that architects and school administrators as well as music educators should learn about it in detail to appreciate its educational and architectural advantages.

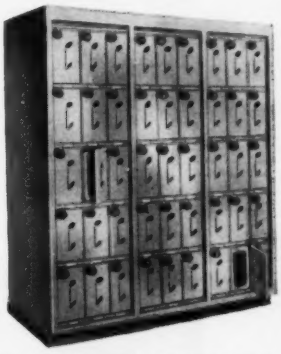
Your Sheldon representative has the complete story for you. Get in touch with him, or write the Muskegon office. Here is help of major importance to every authority concerned with music education.

M-1110.
INSTRUMENT STORAGE CASE



M-2070.
UNIFORM AND HAT STORAGE CASE

M-4010. CHALKBOARD ASSEMBLY



M-1000. INSTRUMENT STORAGE CASE

Make Sure Your Architect Knows About This New Sheldon Program

Sheldon
EDUCATIONALLY CORRECT SCHOOL FURNITURE

E.H. *Sheldon* **EQUIPMENT COMPANY**

MUSKEGON · MICHIGAN

NEW BOOKS

Statistics on Enrollment, Teachers, and Schoolhousing in 1957

Circular No. 513, January, 1958. Paper, 9 pp. U. S. Department of Education, Washington 25, D. C.

This fourth of a series of annual fall surveys, conducted by the Office of Education, reports on the school age population, enrollment, number of teachers, and number of instructional rooms available. The estimated number of 40.6 million school-age children on October 1, 1957 was an increase of 1.5 million, or 3.8 per cent over a year ago. The total number of classroom teachers reached 1,255,000 or a gain of 58,000, or 4.8 per cent over the fall of 1956.

The number of pupils in excess of normal capacity in elementary and secondary schools was estimated at 1,937,000, which was a 15.6 per cent decrease from the number reported in 1956, but the excess still remains large.

The states in 1957–58 reported a total of 1,155,300 available instruction rooms, an increase of 54,300 over the number a year ago. A total of 140,400 additional rooms were reported as needed in the fall of 1957. The states reported that 70,800 classrooms are scheduled for completing in 1958, an increase of 2200 or 3.2 per cent above the 68,600 rooms in 1956–57.

Local Planning for Better School Districts

By C. O. Fitzwater and Winston L. Roesch. Pamphlet No. 121, 1957 of the U. S. Office of Education. Paper, 20 pp., 15 cents. Superintendent of Documents, Government Printing Office, Washington 25, D. C.

The authors suggest that proposals for better school districts should reflect a clear understanding of legal requirements, local conditions, and educational needs. The bulletin addressed to county and local district superintendents, school board members, and lay citizens, gives specific suggestions for organizing the planning, and stresses the importance of co-operative effort.

Elementary School Plant Planning

Compiled by a special committee, headed by J. L. Taylor. Paper, 96 pp., $1. National Council on Schoolhouse Construction, Peabody College, Nashville, Tenn.

The lack of adequate schoolhousing is one of the most pressing educational problems facing the United States today. Nationwide school surveys reveal a continued shortage of classrooms. The present report emphasizes (1) long-range planning, (2) determination of school plant needs, (3) functional planning, (4) principles of functional planning, (5) administrative review of plans, and (6) educational specifications. A worthwhile addition to the basic statements on schoolhouse planning and construction prepared by the National Council.

Proceedings, National Council on Schoolhouse Construction

Compiled by W. D. McClurkin. Paper, 86 pp., $1. Published by the Council at Peabody College, Nashville, Tenn.

Contains the proceedings of the Milwaukee meeting, and the addresses and discussions at the meeting.

With All Deliberate Speed

Edited by Don Shoemaker. Cloth, 239 pp., $3.50. Harper & Brothers, New York, N. Y.

This book has been written by eleven editors of the Southern Education Reporting Service and is a factual statement of the segregation-desegregation program which is going on in the schools of the Southern States. The story told by these competent reporters describes the situation as well as the troubles which have occurred in the Southern cities and rural areas. A valuable chapter is devoted to the situation in Washington. If the reviewer can read between the lines, it seems clear that the Courts will continue to bear down on Southern communities which fail to accept the 1954 decision of the Supreme Court. The difficulties will continue for a decade or more but will slowly subside as the South settles its own Civil War.

Mathematics for Daily Use

By Walter W. Hart, Veryl Schult, and Lee Irvin. Cloth, 374 pp., $3.20. D. C. Heath & Co., Boston, Mass.

This is the third edition of a deservedly popular high school text, which is intended especially to serve the needs of boys and girls for whom the high school will be terminal educational experience. Interestingly enough, the book will also serve students who expect to go to college, particularly those who will go into the courses intended for business and the service occupations. Problems are distinctly as of 1958, and there is considerable practice material to help students gain complete facility and accuracy in the fundamental arithmetical processes. The illustrations are significant mathematically and have human interest.

Salary Schedule Maximums for Administrators and Supervisors, 1957–58

Paper, 39 pp., 25 cents. Research Division, National Education Association, Washington 6, D. C.

A report of a study of maximum salaries of administrators and supervisors, including maximum salaries for central administrative staff, medians of scheduled maximum salaries of personnel in separate schools, medians of scheduled minimum salaries for central staff, and index relationships of administrative maximum salaries to maximum salaries of classroom teachers with M.A. degrees.

Teachers' Salary Schedules, 1957–58

Paper, 18 pp. Education Department, Illinois State Chamber of Commerce, Chicago 6, Ill.

How do Illinois teacher salary scales stack up against those in other states? The teaching profession in Illinois pays better than the national average. Salary schedules are about 25 per cent higher than they were in 1953–54, but small school districts are hindered by low pay scales. Much of the difficulty many schools have in hiring teachers can be traced to unattractive salary programs. For Illinois, the salary range is from $3,200 to $6,750 in small school districts, and from $3,700 to $7,000 in large districts. Minimum salaries for beginning teachers with a bachelor degree range from $3,700 to $3,900.

Handbook of Public School Purchasing

Paper, 96 pp., $2.50. California Association of Public School Business Officials, 111 North Grevillea Ave., Inglewood, Calif.

This handbook is intended as a guide to purchasing officials and as information to administrators, board members, and others concerned with school business management.

Yearbook of School Law, 1958

By Lee O. Garber. Paper, 180 pp. Interstate Printers and Publishers, Inc., Danville, Ill.

As in previous years, the first eight chapters summarize decisions of the courts on (1) the government and education, (2) school districts and their officers, (3) district organization, (4) liability problems, (5) school property, (6) finance and taxation, (7) teachers and other employees, (8) pupils, and (9) significant cases of the year. Additional material embraces a discussion of federal controls over state school officials and a summary of decisions on desegregation. The volume is the most significant contribution to the school law record in several years.

The Detroit Science Education Story
The Oklahoma Science Education Story
The Indianapolis Science Education Story
The Balance Sheet on Education

By Samuel M. Brownell, James G. Harlow, Paul E. Johnson, and Rear Adm. H. G. Rickover. Paper, 19 pp. each. The Thomas Alva Edison Foundation, New York 18, N. Y.

These pamphlets stress the need for better science education and a continued revision of the curriculum to provide continuity for pupils, more science teaching facilities and more up-to-date equipment. There is also a great need in the opinions of the authors for experienced science and mathematics teachers in the high school and college.

All Children Have Gifts

By Anne S. Hoppock. Paper, 32 pp., 75 cents. Association for Childhood Education International, 1200 Fifteenth St., N.W., Washington 5, D. C.

The author places the emphasis in education on finding and developing children's gifts rather than on gifted children. She maintains that the only sure way to locate the human resources of remarkable talent is to focus study and guidance upon each child.

Here's Hope for the Talented Child

Paper, 22 pp., 30 cents. Massachusetts Council for Public Schools, 16 Arlington St., Boston, Mass.

This pamphlet offers case histories of the programs in six cities for providing special attention to gifted students.

Saf-Pla

the NEW low cost RUBBERIZED PLAYGROUND

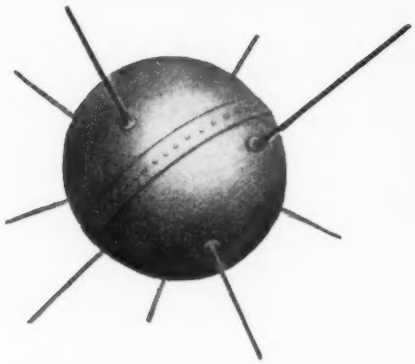
can ELIMINATE most Playground ACCIDENTS

● Playground directors everywhere, are reporting a sharp DECREASE or NO ACCIDENTS AT ALL on SAF-PLA. This proven playground surfacing material can be applied to black top, concrete or any smooth penetration pavement. Actual rubber in SAF-PLA gives kids a "bounce instead of a bruise" and practically eliminates all abrasions, cuts and painful falls. Let us send you the FACTS!

write for bulletin no. 11. . . .

U.S. RUBBER RECLAIMING CO., INC.

BOX 365 BUFFALO 5, NEW YORK



СПУТНИК

a challenge to America's Schools

● The launching of the Russian satellite was a severe blow to our national pride, but, in one respect, the Soviet performed a real service for the American people. Sputnik I jarred us from our complacency . . . brought home the crying need for more intensive technical and scientific training in our secondary schools.

Fills Vital Need. Crow "visual experiment" equipment can help your school meet this challenge. Made expressly for school use, this equipment provides the "blocks" with which to build an Electricity and Electronics program *immediately*. No delay or large capital outlay for installing special wiring, work benches, distribution panels, etc.

Each Crow "package" contains all the equipment needed to perform a related series of fascinating experiments. Students learn electrical and electronic principles by seeing them *in operation!*

Easy To Teach. An authoritative manual accompanies the equipment. It outlines the course, describes each experiment in both words and pictures. Thanks to Crow equipment, instructors without advanced technical training can now teach Electricity and Electronics successfully.

A folder describing all Crow units is available on request.

There's a Crow "package" unit for every course . . . at every proficiency level:

Basic Electricity
Basic Electronics
Electronic Tubes, Circuits and Devices
Magnetism and Electricity (Part I)
Magnetism and Electricity (Part II)
Electrical Phenomena Demonstration Unit
Basic Rotating Machinery
Intermediate Rotating Machinery
Advanced Rotating Machinery

CROW

UNIVERSAL SCIENTIFIC COMPANY, INC.

Box 336-D • Vincennes, Indiana

Better PACKAGED BOILERS

- Completely factory assembled and fire tested.
- Fully automatic operation.
- 4-pass down draft design.
- Built-in induced draft.
- 80% thermal efficiency guaranteed.
- From 20 to 600 b.h.p. Burns oil, gas or both.

GET THE DETAILS **FREE** BULLETIN 780F

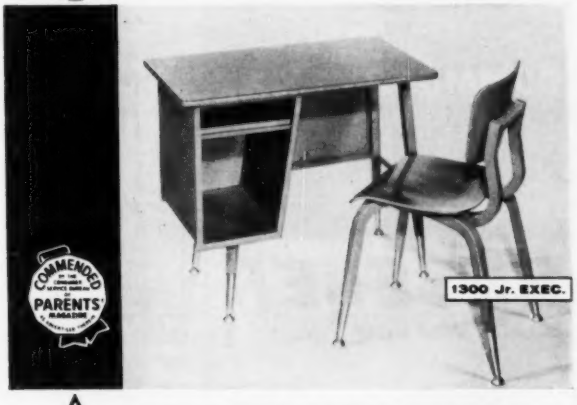
for performance you can **BANK** *on*

SUPERIOR COMBUSTION INDUSTRIES INC.
TIMES TOWER, TIMES SQUARE, NEW YORK 36, N.Y.

SUPERIOR STEAM GENERATORS

Newest on the classroom scene!

QUADRALINE
by american desk



A complete line of school furniture in *future tense!* You'll notice a marked improvement in working conditions with a unit like the "Jr. Exec" shown with Series 500 Chair. A counterpart of adult working facilities, it's generous with work space — economical with space *requirements!* A rugged, well-balanced unit . . . easily adapted to changing class needs. Permits grouping, side-by-side or staggered seating arrangements.

For Competent Assistance, Complete Details, Ask Your State AD Representative

american desk manufacturing co. *temple, texas*

Monroe FOLDING BANQUET TABLES

Direct Prices & Discounts to Schools, Churches, Clubs, Lodges and All Organizations

Full line of folding chairs

MONROE TRUCKS

Transport and store your folding tables and chairs the easy, modern way with Monroe All-Steel Trucks. Each truck is designed to handle either tables or chairs. Construction of Truck No. TSC permits storage in limited space.

Above: Transport-Storage Truck No. TSC

Right: Transport-Storage Truck No. TS8

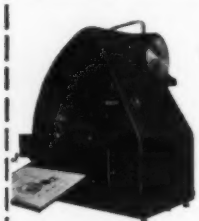
WRITE FOR CATALOG, PRICES AND DISCOUNTS

THE Monroe COMPANY
6 CHURCH STREET, COLFAX, IOWA

NOW is the time

improve COMMUNICATIONS in your school

BESELER shows you how



Write for the illustrated brochure: "Turn Teaching Into Learning". It describes how to improve communications with the newest, most advanced Opaque Projector.

BESELER'S VU-LYTE II

CHARLES Beseler COMPANY
EAST ORANGE, NEW JERSEY

SCHOOL PRODUCTS GUIDE

FACILITIES FOR BUSINESS EDUCATION

The size and type of facilities for teaching commercial subjects, like most other specialized high school departments, depends upon such factors as pupil enrollment and the emphasis the curriculum is designed to place upon the subject. The business education program, however, even in smaller city-rural high schools includes instruction in at least typing and shorthand.

No matter how much area — whether one classroom for the entire department or one classroom for each subject — will be devoted to instruction in business education, however, certain basic guides apply in planning facilities:

1. Size: Lecture rooms should allow a minimum of 15 square feet for each occupant and machine and laboratory rooms usually vary in size between 25 and 35 square feet. Because of the size and shape of typing and bookkeeping desks, oversized classrooms are usually planned for business education. Authorities warn, however, that the length of the classroom should be restricted to three times the width.

2. Lighting: Well-diffused lighting offering a minimum of 50 foot-candles is usually recommended for office practice, shorthand, bookkeeping, and machine operation rooms. Electrical connections for the variety of electrically operated equipment used in business classes have become very important. One common procedure is to channel the wiring for the installation of capped flush electrical out'ets under the desks. In new construction, heavy wiring to accommodate future increased loads should be incorporated into the planning.

3. Acoustics: Extra treatment for deadening sounds and insulating noises in such areas where typing and other office machines are used is especially desirable.

4. Storage: Provision of adequate space for filing of cabinets for storing machines, stationary, and other instructional supplies and an abundance of chalk- and corkboards, and pamphlets and magazine racks should be a special concern for school planners. Also, a clean-up sink with a mirror for office practice and business machine rooms is generally recommended.

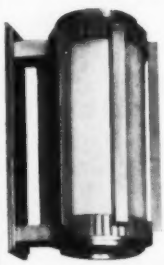
5. Audio-Visual aids: The growing use of audio-visual aids in the instructional program of business subjects has directed school planners to include in their business education rooms at least a projection screen and projector area, darkening shades, and recording outlets. Also, listening booths for machine transcription, tape recorders for shorthand transcription, outlets for closed-circuit TV, etc., are being provided. Authorities wisely recommend that provision for such audio-visual features be built into the plant at construction rather than having them added to the building at a later date.

6. Work space: Not actually basic, but helpful for a well-rounded instructional program in business education is adequate office space for faculty members' personal reference materials, files, and records. This office, ideally, should be semi-private — arranged so that not more than three teachers occupy the same office.

7. Equipment: Because business itself is becoming more and more mechanized and office machines are becoming more complex, business education requires more emphasis upon familiarity with business machines and more and better equipment.

BRONZE AND ALUMINUM

PORTRAIT TABLETS
MEMORIALS
DONOR PLAQUES
HONOR ROLLS



ORNAMENTAL LIGHTING FIXTURES in Wrought Iron, Bronze and Aluminum produced to order.

Illustrated Catalogs & Estimates sent on request.

MEIERJOHAN-WENGLER
1102 W. 9th St. CINCINNATI 3, OHIO

Special desks for typewriters and other office machines, as well as for shorthand transcription, are invariably recommended; both standard and long carriage manual and electric typewriters, especially in senior high schools, are being provided in a majority of new schools. Basic business machines, such as adding machines, calculators, transcribers, duplicators, etc., are also found in a greater number in more new schools.

For special help in equipping the business education department of your new building, our advertisers offer:

International Business Machines Corporation, manufacturers of electric typewriters: *Electric Typewriters in Education,* answer many questions you might have about the subject (for your free copy, please circle SPG-16 on the "Reader's Service Section" index card across from the last page of your JOURNAL); local IBM representatives will also demonstrate typewriters in your schools (for your demonstration, circle SPG-17).

E. H. Sheldon Equipment Company, makers of storage equipment: *Product Catalog,* with data and guides to help the school builder plan the business education suite (SPG-18); local Sheldon engineers will also, without obligation, review your school situation and make recommendations with schematic drawings and budget estimates (SPG-19).

Royal Metal Manufacturing Company, manufacturers of school furniture: *Product Catalog,* illustrating typing desks and posture chairs (SPG-20).

Any of this literature and other services will be sent or provided for you free of charge or obligation. Circle the number of the service on the "Reader's Service Section," across from the last page of the Journal.)

SUMMER SCHOOLS

(Concluded from page 33)

Q. How does the summer school meet the needs of adults, tachers, and young people?

The summer program can be remedial in so far as the organization of reading and mathematics can be offered in a clinical laboratory on an elementary or secondary school level. Accelerated progress or enrichment courses can be geared to the gifted students' level. In addition, enrichment courses may be instituted for the college preparatory student (e.g.. typing), the gifted, the average, the dull student, the handicapped, adults, and teachers' in-service.

Q. What is the possibility of operating the school during the summer months on the same basis of compulsory attendance, and thus integrating the work with the regular school year? Would not such an arrangement give full school plant utilization, reduce community taxes, prevent double sessions and overcrowded conditions?

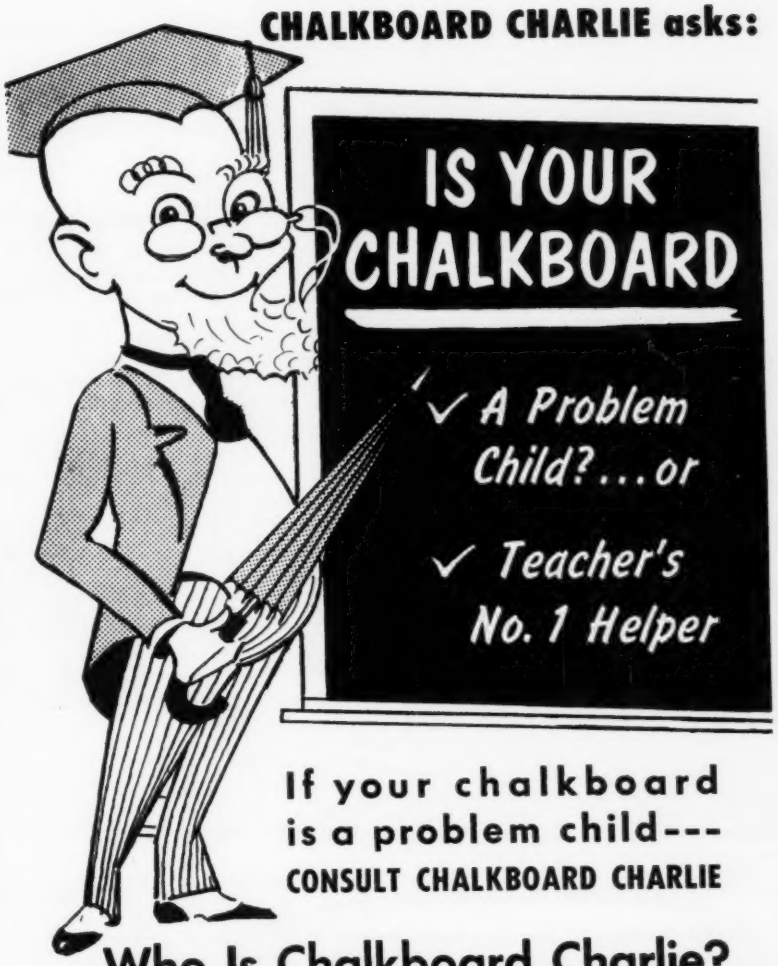
This is not a new idea. It has been tried in some school districts over extended periods of time. In most cases, it has been discontinued. As recently as 1952, the San Mateo County Committee made a study of the all-year school and found it unsatisfactory. In the same year, the Educational Research Service of the AASA reported that no city schools were operating on the all-year plan.

The "career-teacher" plan of summer school operation is becoming more popular throughout the United States. This plan seeks to make the school a community center for service to all the members of a school district. The pupils, children, and adults benefit from an enriched curriculum. School personnel, including bus drivers, are insured of year-round employment. The school plant is fully utilized. School buses are available for pupil transportation and field trips.

The teachers reap a great harvest with this plan. They have the opportunity to work with young people during the summer, to carry on work which they have been professionally trained to do. There is the possibility for in-service and campus university courses sponsored by the school district. Teachers may do guidance work neglected because of full schedules during the school year. Provision is made for travel, vacations, and study. Teachers are employed on a 12-month basis at professional salaries with provision for a one month's vacation.

Boards of education and administrators are justified in the "eyes of the community" in seeking higher teacher salaries and budget increases based on an expanded program of educational service to the community. Anything that is done to benefit the life of an individual, is a community accomplishment.

CHALKBOARD CHARLIE asks:



If your chalkboard is a problem child---
CONSULT CHALKBOARD CHARLIE

Who Is Chalkboard Charlie?

Chalkboard Charlie is ***experience emeritus*** of the chalkboard field. He is a Weber Costello personality symbolizing chalkboard experience. He speaks with the sum total knowledge acquired in generations of Weber Costello research in chalkboards, chalks and erasers.

Dr. Charlie can be of genuine help to you. Just complete the coupon below. It will bring you helpful information and Charlie's Check List of chalkboard problems.

MAIL TODAY. NO OBLIGATION ON YOUR PART, OF COURSE!

CHALKBOARD CHARLIE:
WEBER COSTELLO CO.,
CHICAGO HEIGHTS, ILL.

Yes, I would like your helpful information PLUS your Chalkboard Problem Check List.

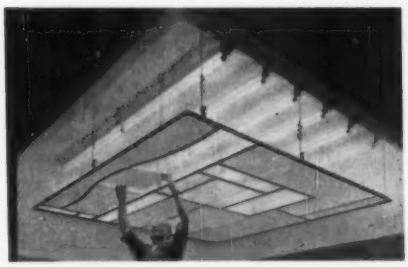
NAME_____
STREET_____
CITY_____ STATE_____
SCHOOL_____

WEBER COSTELLO COMPANY
CHICAGO HEIGHTS, ILLINOIS
Manufacturers of: Chalkboards, Chalk, Erasers, Art Material, Maps, Globes.

News of Products for the Schools

DECORATIVE CEILING PANELS

Unlimited decorative and lighting effects may be achieved with the Lumen Area ceiling system developed by Electro Silv-A-King Corp., of Chicago and Reading, Pa. The system uses colored plastic louvers that lock



Luminous Ceilings

together and are held in place with a T track. No crossbars, screws, or fastenings mar the ceiling pattern. Overlok Polycube louvers in 2-ft. wide modules come in abstract, curved, or straight shapes in pastel shades of pink, blue, green, and white. They may be combined with glass or plastic light diffusers to form a decorator-styled ceiling. The panels, adjustable to any plenum depth, hide fluorescent tubes, unsightly pipes and wiring, yet permit air conditioning and sprinkler systems to operate. Panels are easy to remove and clean. Send for specification brochure.

(For Further Details Circle Index Code 047)

PAINT CONSULTANT SERVICE

A new and timely service offered by Devoe & Raynolds Co., Inc., Philadelphia, Pa., is the Architectural and Engineering Division, a paint consultant service. The need for haste and economy in school construction today presents paint problems that ordinarily would be eliminated by "time cured" construction. School boards, school superintendents, and school maintenance engineers will welcome this free consultant service.

(For Further Details Circle Index Code 048)

BUS WITH HIGH VISIBILITY

Greater visibility for the driver is built into the new school buses manufactured by Excel Body Corp., Durant, Okla. They feature curved glass back windows and wrap-around windshields, two important safety features. The bus bodies come with capacities from 16 to 79 persons, for every size and type of chassis. Other advantages of the line are:

Wrap-around Windshield

Tornadic defrosting, extra seating comfort, and new color-styled interiors. Send for colorful brochure illustrating line and giving specifications.

(For Further Details Circle Index Code 049)

SUN SCREENS COOL CLASSES

KoolShade sun screens will keep rooms comfortable and usable during the warmest weather. The manufacturer states the screens will shut out at least 75 per cent of sun's rays and lessen room temperatures from 15 to 20°. Screen is composed of horizontal louvers, .05 in. wide, permanently set at a 17° angle, with bronze vertical warp wires .005 in. thick. No painting and little maintenance is required by these durable and weather-resistant screens. Manufacturer is the Reflectal Corp., Chicago, a subsidiary of Borg-Warner.

(For Further Details Circle Index Code 050)

NEW STUDY DESKS

Two new Samsonite study desks are offered by Shwayder Brothers, Inc., Detroit 29, Mich. The desks combine a comfortable, curved student chair with a self-supported plastic laminate top. Units come with either a lift-lid

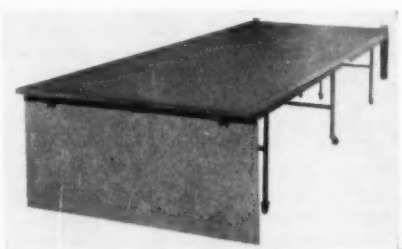
Study Unit With Book Rack

book box or a book rack beneath the seat. Chair backs and seats are available in five-ply birch or maple, or in the new Samsonite PlastiShield material. The latter is a textured grey or brown vinyl laminated to steel by a pressurized heat process. Although the finish looks like linen, it is stain-, slash- and burn-proof, and hence, mischief-proof, according to the manufacturer. Desk tops are scaled to seat heights which are 16 or 17 inches. The tubular steel frame is bonderized, and available in four popular classroom colors.

(For Further Details Circle Index Code 052)

FOLDING STAGE PLATFORM

A folding stage that permits convenient use of a full sized stage and yet immediate availability of all floor space when wanted has been introduced by Haldeman-Homme Manufacturing Co., St. Paul 14, Minn. The stage



Folds Into Wall

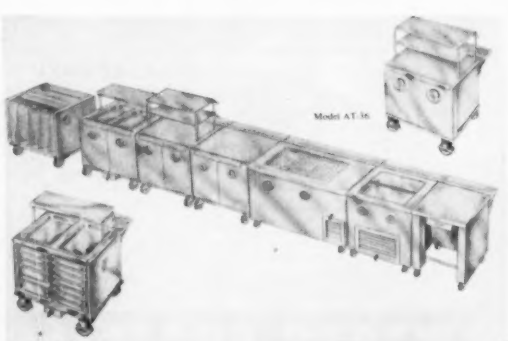
platform is available in two sizes 12 ft. by 4 ft.; and 10 ft. by 4 ft. Eight of the larger units will give a stage area of 12 ft. by 32 ft. The plywood stage is supported by a 1-inch steel tubing for hard, yet safe usage. Each unit may be easily mounted on the wall or will fold into a recess only 8 inches deep. A hydraulic cylinder is employed for fast and automatic unfolding.

(For Further Details Circle Index Code 053)

(Concluded on page 86)

MOBILE FOOD CABINETS FIT TOGETHER AS SERVING LINE

"Add-A-Teria" is the name of new food service units developed by Lincoln Mfg. Co., Inc., of Fort Wayne, Ind. Modular stainless steel units can be used for transporting food, and will fit together to form a serving line. There are units for beverages, ice cream, cashier, trays, silverware, dishes, and food storage. Storage units are equipped with locked wheels, folding tray slides, accessory display shelves and protectors. All units are completely insulated and can be heated electrically or used for cold storage. The system which can feed from 50 to 5000 people is designed for central or remote food service and may be used by schools of any size. Send for illustrated catalog.



(For Further Details Circle Index Code 051)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION.

MAYLINE

Insist on Mayline For Your Classroom!

C 7702 ART TABLE

All Mayline tables have fine solid Basswood tops with Metal Edges. Legs, side and back rails, and drawers are oak, finished natural or golden oak.

C7703B drawers individually keyed; master keyed; shelves separate drawers. Unit holds six drawing boards 21" x 26" x ¾". Prices sent on request.

Symbol of MAYLINE Superiority

C 7703B DRAFTING TABLE

MAYLINE COMPANY
527 No. Commerce St.
Sheyboygan, Wisconsin

MAYLINE

MAYLINE

MAYLINE

FOR SUPERIOR DESIGN, CONSTRUCTION AND PERFORMANCE . . . FAR GREATER STRENGTH . . . UNEQUALLED SAFETY . . .

AMERICAN *Approved* PLAYGROUND SWIMMING POOL and DRESSING ROOM EQUIPMENT

Since 1911 the finest equipment built, backed by lifetime guarantee against defective materials and construction . . . specified by leading recreational authorities for almost half a century.

Send for New Catalog

Write for Folder On AMERICAN'S JIM PATTERSON **LIFETIME Aluminum DIVING BOARD** *WORLD'S FINEST OFFICIAL BOARD*

AMERICAN
PLAYGROUND DEVICE CO.
ANDERSON, INDIANA, U.S.A.
WORLD'S LARGEST MANUFACTURERS OF FINE PARK, PICNIC, PLAYGROUND, SWIMMING POOL AND DRESSING ROOM EQUIPMENT

EXTRA YEARS
of Clean, Safe, Quiet Operation
. . . at low initial cost

★

TODD BURNERS
GAS OR OIL

★

PRODUCTS DIVISION
TODD SHIPYARDS CORPORATION
Headquarters:
Columbia & Halleck Streets, Brooklyn 31, N. Y.
Plant:
Green's Bayou, Houston 15, Texas

TODD

Institutions — Schools — Hospitals — Industrial Plants — Hotels — Caterers — Camps — Air Lines — Government — Civil Defense — Commercial Feeding Operations.

THE "AERVOID" CENTRAL KITCHEN SYSTEM HAS PROVED ITS WORTH IN ALL FIELDS OF MASS-FEEDING

AerVoiDs provide . . .
Sanitary Vacuum Insulation - A positive Health Safeguard!

To-day's "Modern" trend toward centralization of food preparation is a milestone toward Economy, Better Quality and Higher Sanitary Standards.

Into this new picture nothing fits like AerVoiD's Portable, Stainless-Steel, High-Vacuum Insulated, food, soup and liquid Carrier-Dispensers. AerVoiDs alone provide the proven quality and durability to survive under rough usage, spreading their cost over a long period of uninterrupted service.

All AerVoiD Equipment, so indicated in our specifications is "In Compliance" with the sanitary construction requirements of the U. S. Public Health Service Ordinances and Codes.

Write for FREE Literature Kit ASB-01
Our Consulting Service is also FREE

VACUUM CAN COMPANY
19 South Hoyne Avenue, Chicago 12, Illinois

AERVOID *Vacuum Insulated* Hot or Cold Food, Soup, Milk, Coffee and Beverage Carrier-Dispensers

News of Products . . .

(Concluded from page 84)

LOW-COST AIR PURIFIER

An electric air cleaner with activated charcoal filters will be manufactured by Minneapolis-Honeywell at its Wabash, Ind., plant. Size of these units, more efficient than former models, has been decreased ⅓, and there has been a 30 per cent reduction in price. Known as AC-ME (advanced capacity maximum efficiency) it is available in four models, that will fit into an air conditioning fan system without special metal work, thus lowering installation cost.

(For Further Details Circle Index Code 054)

ADJUSTABLE SCAFFOLD

A new aluminum work platform, called the Tallescope, has been announced by Up-Right Scaffolds, Berkeley, Calif. The lightweight platform can be adjusted to heights of up to 30 ft. and yet is only 29 inches wide, enabling it to pass freely through doorways. The legs of the scaffold are adjustable, facilitating its use on uneven floors and stairways. The compact unit will easily separate into three components for convenient storage or transportation.

(For Further Details Circle Index Code 055)

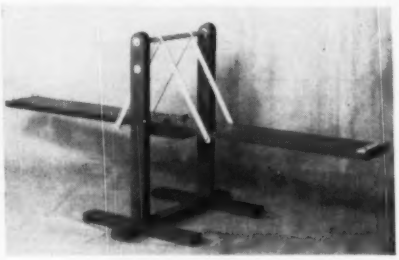
A-V EQUIPMENT DIRECTORY

The National Audio-Visual Association, Fairfax, Va., has just made available the fourth edition (price, $4.25) of the *Audio-Visual Equipment Directory*, edited by Henry C. Ruark, Jr. The directory includes the leading motion picture and filmstrip projectors, record players, tape recorders, and other devices used in audio-visual education. The essential illustrations and a brief set of specifications are provided for each device. The directory is a basic necessity in every school board office. The supplementary list of manufacturers and dealers is complete.

(For Further Details Circle Index Code 056)

FOLDING SEESAW

The Teeter-Fold is a novel seesaw with a seat board that folds upright for easy and compact storage. It features a new method of suspension that brings the fulcrum above the folding board. The portable teeter is made by The Everwear Mfg. Co., Inc., Newport, Ky. Made of sturdy lumber, painted bright red and yellow, the play piece is reinforced with steel leg braces. For use in kindergartens and play schools, the seesaw has a back-and-forth swinging action, rather than up and down. Its over-all dimensions are: 72 in. long, 33½ in. high, and 30½ in. wide. The seat, 7½ in. wide, stands 17 in. above the floor. It is an interesting, low-cost piece of kindergarten equipment.

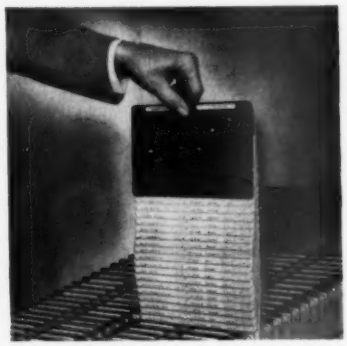


For Kindergartners

(For Further Details Circle Index Code 057)

VERTICAL RECORD FILE

"Activisible" record pack may be used for any kind of records. The record cards, which are filed vertically, will fit into any standard office drawer. A pack of 25 cards, 50 records, requires only ½ in. filing space. Each pack is immediately visible with a self-spacing index tab. When lifted from the file, the cards lie flat in a natural posting position. When closed, the file is small enough to fit into a pocket. The manufacturer, Acme Visible Records, Inc., Crozet, Va., offers a variety of record files and cards for use in schools.



Pupil or Inventory Cards

(For Further Details Circle Index Code 058)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION.

HALF TONE and LINE ETCHINGS COLOR PROCESS

premier

The Finest in Black and White and Color Engraving

SERVICE • DEPENDABILITY

Call BRoadway 1-3337

premier engraving co.

818 W. Winnebago St. · Milwaukee 5, Wis.

Administrators' Guide to

INDUSTRIAL EDUCATION

With many new high schools being planned, top school administrators and board members need the best possible professional and practical information on school shop planning and organization.

Leading source of shop layout, plans, courses, current trends, administration, and methods is

INDUSTRIAL ARTS AND VOCATIONAL EDUCATION

The Shop Teacher's Professional Magazine

Plan now to put this practical magazine to work in guiding you, your architect and your shop directors and supervisors. . . . There's a plus value, too, in the big MARCH SCHOOL SHOP ANNUAL, offering comprehensive coverage of every phase of shop work, from planning to curriculum studies, from course outlines to tool and equipment lists. Subscribe now!

$3.50 a year; two years for $5.50

INDUSTRIAL ARTS AND VOCATIONAL EDUCATION

804 Bruce Building — Milwaukee 1, Wisconsin

READER'S SERVICE SECTION

INDEX TO SCHOOL EQUIPMENT

SCHOOL PRODUCT GUIDE

Literature, catalogs, and other services reviewed in this month's School Products Guide column (page 82) will be sent to you free. Please encircle the code number listed in the column on page 82, sign the card, and mail it to the SCHOOL BOARD JOURNAL.

SPG-16 Electric Typewriters in Education
SPG-17 IBM Demonstrations
SPG-18 Sheldon Product Catalog
SPG-19 Sheldon Engineer Survey
SPG-20 Royal Product Catalog

The index and digest of advertisements below will help you obtain free information, catalogs, and product literature from the advertisements and companies listed in the new products section. Merely encircle the code number assigned to each firm in the request form below, clip the form and mail it to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention.

Code No.		Page No.
40	**Aetna Life Affiliated Companies** ... Employees blanket bonds. Use coupon page 6 for copy of booklet.	6
41	**American Bitumuls & Asphalt Co.** ... Playground surfacing.	19
42	**American Desk Mfg. Co.** ... School furniture.	81
43	**American Playground Device Co.** ... Playground, swimming pool and dressing room equipment.	85
44	**American Seating Co.** ... School seating.	ins. bet. 58 & 63
45	**Arlington Seating Company** ... School seating.	2nd cover
46	**Bendix-Westinghouse Automotive Air Brake Company** ... Air brakes.	3rd cover
47	**Berlin Chapman Co.** ... Ez-a-Way beachers.	70
48	**Beseler Co., Chas.** ... Opaque projector.	82
49	**Butler Mfg. Co.** ... Steel buildings.	5
410	**Dettra Flag Co., Inc.** ... Flags for schools.	74
411	**Ditto, Incoporated** ... Three new duplicators. Use coupon page 67 for information & demonstration.	67
412	**Dodge Div. Chrysler Motors** School bus chassis.	73
413	**Griggs Equipment, Inc.** ... School furniture.	11
414	**Herman Nelson Unit Ventilator Products, American Air Filter Co., Inc.** ... Cooling, heating & ventilating equipment.	ins. bet. 16 & 19
415	**Heywood-Wakefield Co.** ... School seating.	68 & 69
416	**Hillyard Chemical Co.** ... Floor maintenance materials. Use coupon page 22 for information.	22
417	**Holden Patent Book Cover Company** ... Protective book covers.	72
418	**Hunt Pen Co., C. Howard** ... Pencil sharpeners.	74
419	**International Business Machines Corp.** ... Electric typewriters.	64 & 65
420	**Johnson Service Co.** ... Temperature controls.	1
421	**Kewaunee Mfg. Co.** ... Educational laboratory furniture.	66
422	**Kimberly-Clark Corp.** ... Rest-room vendors for Kotex sanitary napkins. Use coupon page 75 for information.	75
423	**Krueger Metal Products** ... Folding chairs & demountable chair trucks.	4
424	**Mayline Co.** ... Art and drafting tables.	85

USE THESE CARDS

We Pay Postage

These cards are provided for the convenience of THE AMERICAN SCHOOL BOARD JOURNAL readers in requesting information on products, services, booklets, and catalogs offered by the advertisers in this issue.

April, 1958

THE AMERICAN SCHOOL BOARD JOURNAL
400 North Broadway, Milwaukee 1, Wis.

Please ask the manufacturers, whose code numbers I have encircled, to send me free information, catalogs or product literature as mentioned in this issue of the JOURNAL.

40	43	46	49	412	415	418	421	424	427	430	433	436	439	442	445
41	44	47	410	413	416	419	422	425	428	431	434	437	440	443	446
42	45	48	411	414	417	420	423	426	429	432	435	438	441	444	447

NEWS OF PRODUCTS FOR THE SCHOOLS
047 048 049 050 051 052 053 054 055 056 057 058

SCHOOL PRODUCT GUIDE
SPG-16 SPG-17 SPG-18 SPG-19 SPG-20

Also information on_____

Name_____

Title_____ School_____

City_____ Zone____ State_____

April, 1958

THE AMERICAN SCHOOL BOARD JOURNAL
400 North Broadway, Milwaukee 1, Wis.

Please ask the manufacturers, whose code numbers I have encircled, to send me free information, catalogs or product literature as mentioned in this issue of the JOURNAL.

40	43	46	49	412	415	418	421	424	427	430	433	436	439	442	445
41	44	47	410	413	416	419	422	425	428	431	434	437	440	443	446
42	45	48	411	414	417	420	423	426	429	432	435	438	441	444	447

NEWS OF PRODUCTS FOR THE SCHOOLS
047 048 049 050 051 052 053 054 055 056 057 058

SCHOOL PRODUCT GUIDE
SPG-16 SPG-17 SPG-18 SPG-19 SPG-20

Also information on_____

Name_____

Title_____ School_____

City_____ Zone____ State_____

USE THESE CARDS

The cards below are postpaid for your convenience in requesting product information, catalogs, and literature from advertisers and firms listed in this issue.

Postage Will Be Paid by Addressee

BUSINESS REPLY CARD

First Class Permit No. 1112, Milwaukee 1, Wis.

AMERICAN SCHOOL BOARD JOURNAL

P.O. Box No. 2068

MILWAUKEE 1, WISCONSIN

No Postage Stamp Necessary If Mailed in the United States

Postage Will Be Paid by Addressee

BUSINESS REPLY CARD

First Class Permit No. 1112, Sec. 34.9 P. L. & R., Milwaukee 1, Wis.

AMERICAN SCHOOL BOARD JOURNAL

P.O. Box No. 2068

MILWAUKEE 1, WISCONSIN

No Postage Stamp Necessary If Mailed in the United States

READER'S SERVICE SECTION

(Continued)

Code No.		Page No.
425	**Meierjohan-Wengler** ..... Bronze tablets & placques. Ornamental lighting fixtures.	82
426	**Minneapolis-Honeywell Regulator Co.**..... Automatic controls.	12 & 13
427	**Mississippi Glass Co.**..... Rolled, figured & wired glass.	15
428	**Monroe Company, The**.... Folding tables and chairs. Transport storage trucks.	82
429	**Nesbitt, Inc., John J.**..... Wind-o-Line radiation.	8 & 9
430	**Powers Regulator Co.** Temperature and humidity controls.	4th cover
431	**Premier Engraving Co.**..... Engravers.	86
432	**Reflector-Hardware Corp.**.. Utility rack. Write for catalog.	78
433	**Richards-Wilcox Mfg. Co.**.. Folding partitions for gymnasiums, auditoriums, classrooms.	63
434	**Royal Metal Mfg. Co.**..... School furniture.	16
435	**Safway Steel Products, Inc.**.. Telescoping gym seats.	2
436	**Sheldon Equipment Co., E. H.** ..... Planned facilities for your music department.	79
437	**Shwayder Brothers, Inc.** ..... All steel folding chairs. Use coupon page 77 for catalog.	76 & 77
438	**Southeastern Metals Co.**.... School furniture. Introducing new Lecture desk.	57
439	**Southern California Plastering Institute** ..... Genuine Lath and Plaster.	7
440	**Superior Combustion Industries, Inc.** ..... Steam generators.	81
441	**Todd Shipyards Corp.**..... Gas or oil burners.	85
442	**Trane Company**..... Air conditioning, heating and ventilating equipment.	20 & 21
443	**U. S. Rubber Reclaiming Company, Inc.** ..... Rubberized playground surfacing materials.	80
444	**Universal Scientific Corp.**.. Equipment for teaching electricity & electronics.	81
445	**Vacuum Can Co.**..... Coffee and beverage carrier-dispensers.	85
446	**Virco Mfg. Corp.**..... New chair desk. Write for catalog of complete line.	71
447	**Weber Costello Co.**..... Chalkboards, art materials, maps, globes.	83

NEW PRODUCTS FOR THE SCHOOLS

047	**Electro Silva-A-King Corp.**. Ceiling panels	84
048	**Devoe & Reynolds Co., Inc.**. Paint consultant service	84
049	**Excel Body Corp.**..... School bus	84
050	**Reflectal Corp.** ..... Sun screens	84
051	**Lincoln Mfg. Co., Inc.**..... Portable food carts	84
052	**Shwayder Bros., Inc.**..... Study desks	84
053	**Haldeman-Homme Mfg. Co.** Folding stage	84
054	**Minneapolis-Honeywell** ... Air purifier	86
055	**Up-Right Scaffolds** ..... Tallescope scaffold	86
056	**National Audio-Visual Association** ..... Equipment Directory.	86
057	**Everwear Mfg. Co., Inc. The** ..... Folding seesaw	86
058	**Acme Visible Records, Inc.**. Vertical record file	86

They may differ on educational methods

but they all agree on one thing—

FOR SAFETY'S SAKE . . . ALL THEIR SCHOOL BUSSES MUST HAVE BENDIX-WESTINGHOUSE AIR BRAKES

This school board is about to vote an appropriation for new school busses. *And they're going to insist that all bids include air brakes.*

Why? Because they've done some investigating and found out that all commercial transit busses are equipped with *air* brakes. Commercial bus operators tell them that *air* brakes provide the safest, surest, most dependable power to stop under all operating conditions.

If commercial bus operators can't afford to take chances with passenger safety, can school boards do less?

This school board thinks not. Its members feel that school children constitute the most precious cargo in the world—and that the full safety needed for their school busses can be achieved only with the help of *air* brakes.

Get the complete air brake story. It's told in our booklet, "Their Safety Is In Your Hands". Write us for your copy today.

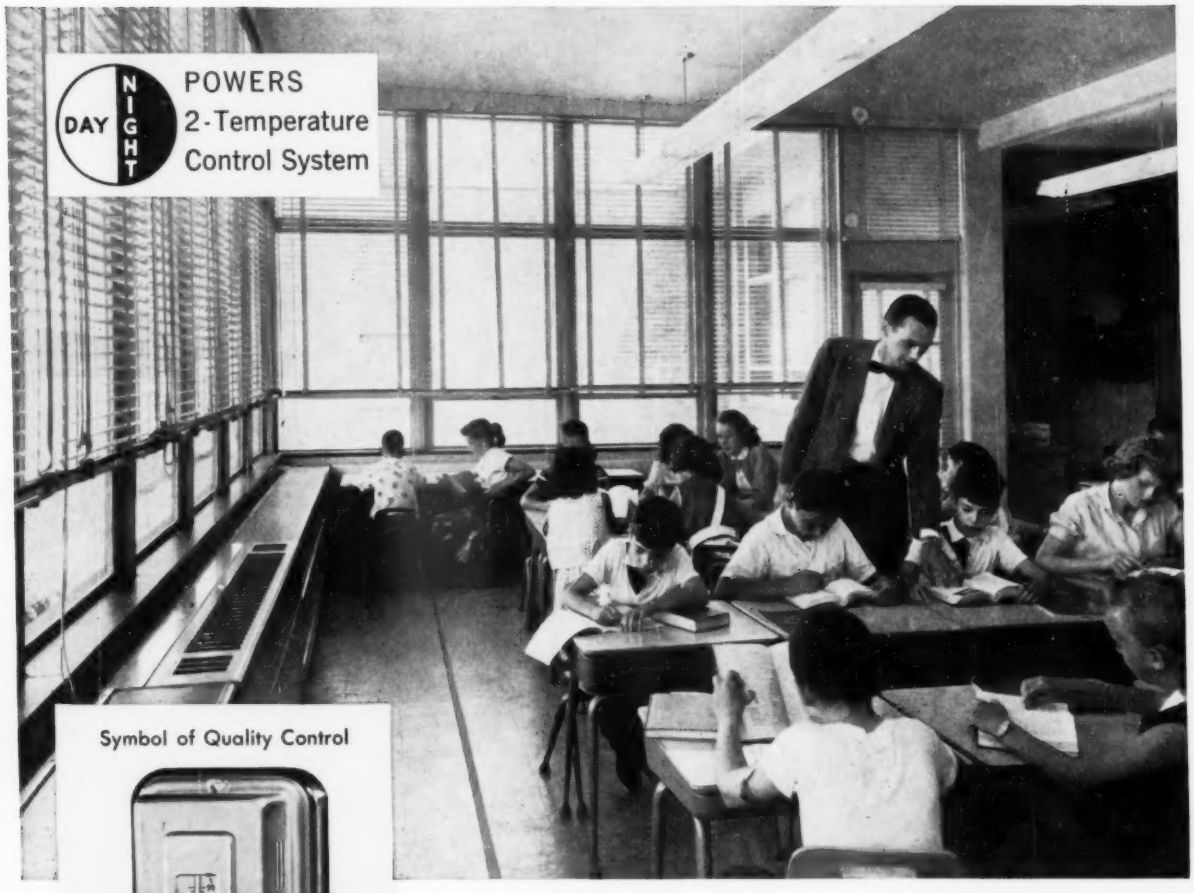
HOW YOUR SCHOOL BUSSES CAN BE EQUIPPED WITH AIR BRAKES

On many models of school busses, Bendix-Westinghouse Air Brakes are factory-installed. On all other models they can be installed at time of delivery, or later, by your dealer and his authorized Bendix-Westinghouse distributor.

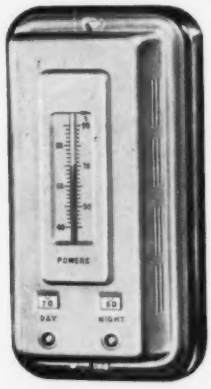
Bendix-Westinghouse

AUTOMOTIVE AIR BRAKE COMPANY

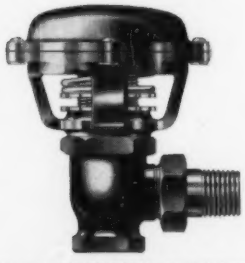
General offices and factory—Elyria, Ohio. Branches—Berkeley, Calif. and Oklahoma City, Okla.



Symbol of Quality Control



Powers DAY-NIGHT Thermostats accurately maintain set temperatures. They need no frequent checking or readjustment.



Powers PACKLESS Control Valves are labor savers. They prevent water leakage, banish packing maintenance and give better control due to reduced valve stem friction.

Fuel Savings alone pay back its cost

plus COMFORT for Teachers and Students

POWERS Quality DAY-NIGHT System of TEMPERATURE CONTROL

Good School Planning now includes Powers DAY-NIGHT Thermostats. They stop fuel losses due to wasted heat in unoccupied rooms and prevent OVER-heating in occupied rooms. Each Thermostat is adjustable for normal temperatures during occupancy and lower economical temperatures during unoccupied periods.

Low Cost Maintenance—Simplicity and reliable year after year operation with little attention, is characteristic of Powers Control. Each installation is individually engineered to give top-quality performance.

Prompt Service—if required, by skilled Powers engineers and mechanics.

Planning a New School? To get the biggest return on the investment in the heating and ventilating system ask your architect or engineer to include a Powers DAY-NIGHT Control System. For further information call our nearest office or write us direct.

THE POWERS REGULATOR COMPANY

SKOKIE, ILLINOIS | *Offices in chief cities in U.S.A. and Canada*

65 years of Automatic Temperature and Humidity Control

(c66)